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# The University Today and Tomorrow

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Selon John J. Deutsch, principal et vice-recteur (Queen's University), aucune autre institution de notre société n'a su, mieux que nos établissements d'enseignement post-secondaires et en particulier nos universités, répondre à des défis et à des demandes aussi écrasants.

Tout en essayant de faire face à la situation, les universités ont vécu dans une trop grande expectative, estime le professeur Deutsch.

Même si l'école et l'éducation ne peuvent suffire à assurer l'égalité et la justice, selon le professeur Deutsch, ils sont de très bons moyens de donner des chances égales à ceux qui ont le désir, la volonté et la capacité d'en profiter.

A notre époque difficile, déclare le professeur, aucune société ne peut survivre ou poursuivre son évolution culturelle à moins qu'on accorde une place importante au développement de l'esprit et du savoir.

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JOHN DEUTSCH

The other day, Al Capp was on the Queen's University campus to take part in a debate with students. When he was challenged to answer a particularly searching question, he replied, "I am no longer young enough to know everything." I am astonished to find that among that rapidly changing breed, the university presidents, I am already becoming something of a veteran and that I am no longer young enough to know everything about universities. However, in spite of my growing insecurity, I have chosen to speak on the topic of the universities. I do this because I believe that universities are and will continue to be vitally important to the people of this country.

## Explosion of Numbers

During the past ten or twelve years, no other institutions in our society have been called upon to cope with so many overwhelming demands and challenges as have the institutions of post-secondary education, especially the universities. There was the veritable explosion of numbers which called for a rate of expansion seldom faced by human organizations; there was the revolution in social attitudes and values which involved instant upheavals in goals, programmes and modes of operation; there was the torrent of new knowledge which had to be accommodated and for which complex and costly technology such as the computer had to be provided; there was an insatiable search for answers and expertise to solve a growing load of human problems for which there were no instant solutions; and, as is so often the case, there was an unrealistic inflation of expectations which could not be accomplished.

In the face of these enormous challenges coming within so short a time, it is surely not surprising that there have been severe stresses and strains, imbalances, conflicts, sharp increases in costs, disappointments, and the need for re-appraisal and a fresh look at the future.



Let me remind you very briefly of the scale of the changes which have taken place here in Ontario. At the beginning of the 1960's in this great province of about 6¼ million people, there were hardly 40,000 full-time students in all institutions of post-secondary education; only one person out of thirteen in the 18-24 age group. At the beginning of the 1970's, this number had multiplied almost four and a half times. In the very short space of ten years, attendance had risen to one out of every five in the 18-24 age group. Earlier the total cost was counted, but in the ten's of millions; now it has reached the range of seven to eight hundred millions. From a relatively minor factor in the provincial budget, it has become a large competitor with other claims on provincial resources. In one short decade post-secondary education has become a major matter of public policy. It has become such from the standpoint of educational philosophy, from the standpoint of human development, from the standpoint of our culture, and from the standpoint of taxation and public priorities.

### **A System of Mass Education**

What are some of the more significant issues to which we must now give particular attention as we go into the 1970's?

First of all, it is clear from the brief review I have given that we have, almost over night, transformed post-secondary education from a small elite system to a system of mass education. This has been a profound change — much more than the mere increase in numbers or the appearance of large campuses. The elite system under which most of our historic institutions have developed was dedicated to the preparation of entrants into the traditional learned professions and to the education of leaders for the church, for the state and, to a limited extent, for business. True, there were always some from the middle and affluent classes who used the university primarily as a finishing school to spend a few pleasant years acquiring social graces, friendships, and perhaps a little culture before beginning the serious business of life. However, the numbers were never massive. Under the basically elite system of the past, attendance was a privilege for which one accepted certain restraints. From the standpoint of both the institution and the student, it was essentially a private and non-governmental affair. Under the system of mass education which we have now, attendance has become virtually a right. Furthermore, it has become a right which young people are urged to exercise under many forms of public pressure. In these circumstances, there is a basic change in the respective obligations of the individual and the state. The government takes on a large new weight of responsibility, and higher education becomes a vast public enterprise. At the same time, many of the students come with a very different and a very diverse set of purposes and expectations.

Already before the new decade of the 70's has hardly begun, it has become evident that many in the massive student body in the universities are not achieving either their purposes or expectations. Suddenly, there has been a falling off in high school graduates

going on to university. At the same time a considerable number already there have decided to drop out of their courses. As a result, university enrolments have flattened out and in some places have been declined while the size of the university age group in the population has continued to increase rapidly. What was wrong?

It appears that a considerable number of the new entrants to the universities were attracted there, or were urged to go there, by the prospect of assured jobs. When these did not develop, they lost interest. The higher values of education had little appeal in themselves. Some found the prolongation of sequential schooling as interfering too much with the desire to assume adult responsibilities and to be independent. Others found their courses too abstract, too specialized, too restrictive, and too detached from the immediate realities of life. Still others sought experience and worldly engagement rather than the development of their intellectual abilities.

Mr. Jerome Bruner, writing in the *Times Educational Supplement*, has observed rather aptly that "the decision to delay vocational or job decisions until comparatively late in the life cycle inevitably makes fuzzy one's definition of oneself as an adult. At the very moment the young man or woman is seeking authenticity, the only legitimate role that is open to him is that of student. Youth culture becomes more deeply entrenched, more prolonged, more ideologically in opposition . . ."

At the end of the 1960's, it appears that the great explosion in numbers at the universities included some who were there at the wrong time, some who were there too long and some who should not have been there at all. This does not mean in this age of high technology and specialization that advanced education, training and development of skills are not required for almost the whole of the population; rather, it means that these needs cannot be met solely or even mainly by the universities with their emphasis on intellectual distinction and the development of new knowledge. In our modern society, we need a wide range of post-secondary institutions and many different ways of acquiring skills and avocations. Universities should be for those who seek scholarly excellence and high professional competence; we should have a variety of colleges and institutes for those who seek technical training and vocational skills; we should have suitable opportunities for those who wish to combine work and study; we should have facilities for continuing education throughout life; and we should have ready possibilities for innovation and new initiatives in teaching and learning. The universities should not be expected to be all things to all people. There is a particular role. Surely this is one lesson we have learned out of the turmoil of the sixties.

### **System More Accessible**

A few years back the Government of Ontario took a most significant step in the establishment of the Colleges of Applied Arts and Technology. A basic recommendation of the recent report of the Commission on

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Post-Secondary Education calls for the further development of a diverse and more widely accessible system of post-secondary education for Ontario in the future. The underlying concept of the Commission is that the society of this province in the future will be a "learning society." In such a society, there should be available a wide range of institutions and facilities responsive to all the possibilities for human development — intellectual, vocational, artistic, and cultural. They should be accessible to everyone who can benefit from them — rich or poor, child or adult, male or female — and they should be available throughout life as an integral part of the world of work and living. In the future, whatever values people may have that are worthwhile and whatever they may wish to accomplish, their hopes and personal fulfillment must be based on knowledge, skill, and understanding. Nothing else will matter very much.

The Commission has pointed to the deficiencies which still exist in Ontario. Important groups in the population continue to lack adequate opportunities for post-secondary education: the native peoples, the French-speaking minority, citizens living in the smaller and remote locations, persons seeking part-time study or training while working, and so forth. The Commission has made specific recommendations to overcome these deficiencies, including such new initiatives as the Open Academy and the provision of means for experimental programmes suited for specific local needs. Not everything can be accomplished over night but I would hope continued progress will be made to bring about a greater equality of opportunity for the immensely varied needs of a large, widely dispersed pluralistic society.

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## Government and Higher Education

Let me now turn to another far-reaching outcome of the explosive sixties, namely the enormous growth in the role of government in higher education. The implications of this for the future are immense. Here I wish to speak in particular about the universities. When I first entered university administration in this province not so long ago, the government handed out with a benevolent hand a few round millions of dollars among a few relatively small institutions and hardly a question was asked. Today, when almost half a billion dollars of taxpayers' money is distributed to a large number of institutions, we hear the shrill cry of accountability. That is inevitable when such large sums of money are involved which compete with other insistent demands. In government, accountability normally means bureaucratic controls. That is the way the system works. On the other hand, universities must have a high degree of independence in order to achieve their purposes and in order to serve society properly. Here is the great dilemma of large-scale government involvement. How is adequate accountability to be achieved while allowing the universities freedom from intervention both from the deadening hand of bureaucracy and the capricious will of politics? Over the years, governments of Ontario have recognized this problem and have tried to cope with it in a constructive way. Indeed, Ontario has been a pioneer and leader on this continent in this endeavour. However, in recent years, the dilemma has become much more difficult as the financial problem has increased. Now we face the urgent need to make new decisions for the future.

The issue of accountability and autonomy involves much more than financing. The universities play an essential role in helping to maintain the vitality of a free society. They do this by providing the conditions and the means by which scholars and students are able to examine, analyze and criticize the operations and the goals of society, and to carry on the search for truth wherever it leads, without fear of reprisal. By this process, society acquires the ability to adjust to change and to accomplish reform without which it would not remain for long, either free or just. In this role, the universities are never popular. They cannot be and should not be expected to be merely popular institutions. Among some of my friends in the world of business and the labour unions, the word "professor" is not a word of endearment — it is often uttered with disapproval and sometimes with ridicule. The universities are expected to be dedicated to the search for truth. Josh Billings has observed long ago that "the supply of truth is always greatly in excess of the demand for it." On the other hand, those who search for truth must themselves be subject to assessment and constant criticism. For all these reasons it is very important to a healthy society that the university be protected from both political and bureaucratic disapproval or control of its intellectual commitments. This should not be confused with the capacity to run practical affairs, whether private or public. Someone once said he would sooner be governed by the first two thousand persons named in the Boston telephone book than by the entire faculty of Harvard. This is undoubtedly a wise observation,



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but it has nothing to do with the issues I have been discussing.

### **Long-Term Planning**

The very large role of governments in higher education has brought to the fore another matter of concern regarding the proper functioning of universities. In this era of large government, we have become aware of what appears to be an inherent feature of this state of affairs, namely the strong tendency to undertake programmes in great surges followed by equally sudden reversals. It seems to be extremely difficult to achieve balanced longer-term planning. We are now familiar with what are known as stop-go policies. Not surprisingly, the universities, along with other things, have been subjected quite strongly to this phenomenon. At the beginning of the 1960's, education in general, and university education in particular, was accorded a very high priority. A sudden and huge expansion was undertaken. Education was the Cinderella. Universities were admired institutions which would bring solutions to every social, human and economic problem. Clearly, there was an urgent need at that time to raise the priority and to expand our efforts substantially. I myself did my best to help bring this about. However, the expectations were greatly exaggerated, and the rate of increase in expenditures during some of those years was clearly excessive.

As we entered the 1970's, there was a sharp reversal. All the lights flashed "stop." Education in general and universities in particular were after all not so important. Suddenly there appeared a growing stream of slide-rule calculations which purported to prove that education was hardly worth the money that was being spent on it. Within the narrow blinders of cost-benefit analysis, which is the style of the times, it was portrayed that the discounted cash flow was deficient, as if that meant very much. At any rate, during recent years, the resources made available to universities have not kept pace with the unavoidable increases in prices and costs during this inflationary period, and real resources in relation to their operations have declined significantly. Universities with their commitment to patient scholarship and excellence, and with their heavy overheads of highly specialized talent and equipment, cannot operate effectively or efficiently under a system of stop-go, involving sudden rapid expansion and equally sudden restraint. By their very nature, universities need a more stable basis for planning and development.

Whatever shortcomings there were during the period of explosive growth in the 1960's, the province of Ontario succeeded in this short space of time in bringing about a major transformation in its university system. It was brought from an under-developed and, in many respects, almost colonial state to a level much more appropriate for an advanced modern society such as we have in Ontario. Here I am reminded of the story about the old alumnus, who, after many years, returned to a class reunion at Princeton University. He became very dejected. When his classmates noticed this, they asked him what was the matter. He replied, "They

have made a university out of my dear little alma mater." Well, a number of dear little alma maters in Ontario have grown into institutions of higher learning which, in the quality and the range of their scholars and academic resources, now compare favourably by international standards. The people of Ontario can be proud of this. It is important that this accomplishment, achieved by a very heavy public investment, not be jeopardized by stop-go policies.

Let us look at the case of graduate studies. At the beginning of the 1960's, our facilities for graduate studies were woefully small. Graduates were numbered in the few hundreds, yet the faculty which had to be engaged for the rapid growth in student enrolment numbered in the thousands every year. There was no way in which this requirement could have been filled from our Canadian graduate schools. We had to draw heavily on foreign manpower as we did in the 1950's for our requirements of professional skills. Graduate schools in Ontario have expanded very rapidly, in certain respects too rapidly, but we are still not over our problem. Serious deficiencies continue to exist in certain sensitive areas, particularly in the social sciences. There are few things over which we spend more time at my university than in the search for qualified Canadians to fill senior posts. In spite of all our efforts, we succeed less often than I would like to see, for the simple reason that they are not available. However, under the restraints of recent years, we are in danger of frustrating reasonable development, a result which would land us in further trouble a few years from now. If we are really serious that Canadians should fill an adequate proportion of academic posts in all fields, then we must be prepared to carry out longer-range, meaningful efforts in graduate studies and research and not simply apply sudden and arbitrary methods of control which are being advocated in some quarters.

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## CUA as a Buffer

I have given a number, of what I am convinced are cogent reasons, why the relationships between universities and governments should be regarded as being of a special nature. Of course, when universities receive massive support from governments, they must be accountable. However, this responsibility should be carried out in a way which avoids the usual bureaucratic procedures, which does not inhibit the university in its role as the fearless seeker after truth and the critic of society, and which provides also a reasonably stable basis for longer-range planning so essential for the attainment of high quality. In order to achieve these purposes more fully in the future, the Commission on Post-Secondary Education has proposed the establishment of a buffer between the government and the universities in the form of a Council for University affairs. This council would be vested with the planning and executive functions essential for the achievement of public accountability, but would be removed from the normal machinery of government and from the exigencies of short-run policies and politics. I hope that this important recommendation will be adopted, upsetting as it may be to the existing arrangements, because it can have very large implications for the years ahead. In the past we have been very fortunate in Ontario, but the problems and the dangers of the future are much more menacing.

When very large resources are expended on higher education, it is pertinent to ask who pays and who benefits. At the beginning of the 1960's, the Government of Ontario stated its purposes very clearly. In 1959, the then Provincial Treasurer told the Legislature, "Our objective is to ensure that no student who has the capacity will be deprived of the opportunity of attending university and developing his talents to the fullest extent." It was accepted that the government would assume a much larger responsibility in order to achieve this objective. In 1965, Premier Robarts told the Legislature that "we must provide whatever opportunities were necessary as a government so that each individual may be assured an opportunity through education to develop his potentialities to the fullest degree."

In order to carry out this policy, the government assumed a rising proportion of the sharply increasing expenditures for both operations and capital facilities. The share of the burden falling on the students and private giving was substantially reduced. The rate of increase in government outlays on higher education in Ontario was among the highest in Canada. Indeed, during the latter half of the decade, the exponential growth rate was so large that it could not be continued, and there had to be a slowing down and a re-assessment of what was being done. Today the share of the total direct costs carried by the government is in the order of ninety percent. However, this does not include the cost of room and board or foregone earnings which fall upon the student or his parents. These two items constitute a significant proportion of the overall cost of higher education. In order to remove the obstacles arising from these costs, the government developed a programme of student aid consisting of a mixture of

grants and loans. Substantial amounts of government money also have been invested in post-secondary education in this way. We must now ask whether the investment of all these public resources has achieved the objective "that each individual may be assured an opportunity through education to develop his potentialities to the fullest degree." Our recent surveys and studies show that this particular objective has been attained only in part. The massive increase in university enrolments has come largely from the professional, managerial and from the middle and upper income groups in society. Those from the lower income groups and the lower income communities are still weakly represented. The Commission on Post-Secondary Education found that, "Unfortunately, in Ontario many with ability still do not have access to post-secondary education."

## Present System Regressive

In the light of this experience, what can we say about equity? When large amounts of taxpayers' money are being used, this question must be asked. Mr. Arthur Smith, former Chairman of the Economic Council, in a recent speech made this observation, "A few years ago . . . on a brief investigation of this question at the Economic Council of Canada, it was not without some consternation that I discovered that close to seventy percent of the tax base for financing university education . . . was being borne by individuals . . . who on the average, had after-tax wage or salary incomes of less than \$150 per week, while obviously many of those deriving the advantage of higher education would have average annual earnings in high skill, professional or managerial occupations in their lifetimes of many times ten thousand dollars . . . It is hardly appropriate that the 'relatively poor' of today should be placed under considerable pressure to finance the 'relatively rich' of the next generation,' particularly if this is being done through an enforced system of general taxation." Other studies bear out this observation that the present system is regressive and that it raises large questions about equity.

If we are to be more effective in the direction of equality of opportunity and of equity among the various income groups in our society, we must take another look at our system of financing post-secondary education. The Commission on Post-Secondary Education has done just that. It has concluded that it should recommend important changes in that system. The Commission has proposed among other things that relatively more of the public financing should be devoted to student aid, particularly in the direction of the lower income groups, by means of more adequate grants graduated according to income. It would follow that a relatively smaller proportion would be devoted to general support. Of course, financing alone cannot solve all the problems of equality and equity. Sociological, hereditary and environmental factors are very important. However, to the extent that financial obstacles continue to exist, we should seek to remove them in the future if we are serious about equality of opportunity and justice.

Finally, I must refer, if only very briefly, to another set of developments which have had a profound in-



fluence on the universities. I doubt that there has ever been a time in history when changes in attitudes have been so rapid — changes regarding such basic matters as the family, religion, sex, drugs, and authority generally. It is not surprising that these changes have had their most pervasive effects on the young people, especially the young people in the universities. The changes in life styles and values which have resulted have had a very large impact on the university itself as an institution. Traditionally the university stood in place of the parent — *in loco parentis* — exercising in some measure a parental guiding hand during a difficult period of transition to full adulthood. In a very short space of time, this has all been swept away — but this change has not been accepted fully either by the parents or by the community at large. Frequently, the universities are expected to exercise authority over behaviour and attitudes when they can no longer do so. The law itself has proclaimed that its young members are full citizens.

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### Backlash Against Education

The changes in attitude toward authority and toward hierarchical systems have brought large pressures for new governing structures at universities — structures which provide for what is called “participatory democracy.” The university with its natural attachment to tradition, to the continuity of culture and to the maintenance of standards is inherently a rigid and slow moving institution. The difficulties ensuing from these rigidities have been compounded by a growing anxiety of how the university can maintain its quality and its intellectual values in a period of such explosive change. These difficulties have provided a lot of drama for the various news media and for the public, but they represent a real dilemma and are likely to be with us for some time.

While trying to cope with these problems of change, the universities have been living in a climate of what I have already described as excessive expectations. During the 50's and 60's, education, including higher education, was widely expected to provide solutions to such basic problems as persistent poverty, general unemployment, discrimination, and alienation. It is now being realized that education is only one and a limited factor in the development of answers to such deep-seated problems. However, now we are in danger of an unreasonable and irrational backlash against education itself. We hear slogans such as “schools don't matter,” “schools make no difference,” “de-schooling society,” “universities are the instruments of meritocracy,” and so forth. This is nonsense. True, schools and education cannot by themselves ensure equality and justice, but they are a powerful means for achieving equality of opportunity for those who have the desire, the will and the ability to take advantage of them. Schools and education, including higher education, cannot do more than that — but that is very important. In this highly complex age, no society can continue to be viable, nor can it foster a great culture without a strong intellectual and scholarly base. Canadians now wish to play a larger part in providing such a base for themselves. Our universities, with all their faults and with all their difficulties, deserve your careful concern and your support. In spite of all the change about which I have spoken, Whitehead's warning is still true: “In conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed.”

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JOHN J. DEUTSCH is the Principal and Vice-Chancellor of Queen's University. This article is the text of a speech delivered to Empire Club, Toronto, March 15, 1973.

# BASIC SCIENCE

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## some problems and some solutions <sup>1</sup>

J. GORDIN KAPLAN

### I. Some Background Notes and Jaundiced Recollections

Before attempting to understand the present state of basic bio-medical science in Canada, it would be well to consider its state in the post-war era, say from the war's end to 1957. My examples will be drawn mainly from the fields of cell and molecular biology and biochemistry. This era saw in the United States the multiplication of fellowships for graduate students (the U.S. Public Health pre- and post-doctoral fellowships), creation of the National Science Foundation, initiation of the Fulbright overseas fellowship programmes, greatly increased funding of research through the old and newly created National Institutes of Health, which, let it be noted, have funded from the outset all relevant projects regardless of the faculty affiliation of the applicant, whether he be in a medical or non-medical faculty. What we now call molecular biology is in full swing: Beadle has a big group at Stanford, Delbrück at Vanderbilt and Cal. Tech., Avery and Hotchkiss are at Rockefeller, Spiegelman in Missouri and then Illinois, David Bonner, Tatum and Lederberg at Yale, Hershey at Cold Spring Harbor, Chargaff at Columbia, etc. In biochemistry, Szent-György sets up his muscle institute in Woods Hole, Claude and Bensley open up the new field of cell fractionation, Mirsky and Pollister isolate and analyze chromosomes. Lippman is at the Massachusetts General, D. E. Green at Wisconsin

developing the new biochemical energetics. One could go on, but enough; my readers get the drift.

In France, the Centre National de Recherche Scientifique is created and founds new laboratories, which will become great centres of cell, molecular and population genetics, of biological macromolecules. Jacob joins Lwoff and Monod at the Pasteur Institute and the old third floor fills up with visiting American scientists (and one Canadian, too). In England, the National Institute for Medical Research opens its doors and soon becomes a world centre; the Medical Research Council creates its basic research units on university campuses one of which will soon revolutionize the whole science of biology.

What have we in Canada in these fields in this same period? Practically nothing. There are one or two bright spots: let me mention the Bacteriology Department at the University of Western Ontario. Microbial, molecular and developmental genetics are almost totally neglected as are cell biology and those aspects of biochemistry and cell physiology which I have mentioned and which have already become the central themes of research throughout the world. Medical research is funded through the Medical Research Committee of the N.R.C. with a miniscule budget. Virtually all Ph.D. degrees awarded in the biomedical areas within Canada come from two universities, McGill and Toronto; probably most Canadians taking doctorates in these disciplines take their degrees abroad and many of the best stay abroad. Sabbatical leaves are virtually unknown in Canadian universities and there are practically no Canadian sources of funds available which would permit established scientists to take leaves of absence and work in leading laboratories abroad or in the U.S.A. The situation of the basic sciences in the two French language universities is even worse than that which I have described for the English.

It is against this background of desperate neglect and pauperism of the basic biomedical sciences and of university basic science departments that we see the emergence of these disciplines into the modern era,

<sup>1</sup> Some of these ideas were adumbrated in my presidential report to the C.A.U.T., which appeared in *C.A.U.T. Bulletin*, Vol. 19, No. 4, 25, 1971.



Avant de considérer l'état actuel de ces domaines de la science où je me considère compétent d'en juger la qualité, j'analyse leur condition au Canada dans la décennie d'après guerre. Là, je constate que la situation fut lamentable; c'est le moins que l'on puisse dire. Au moment de l'épanouissement de la biologie cellulaire et moléculaire aux Etats-Unis, en Angleterre et en France, il existait dans les universités canadiennes, anglaises autant que françaises, un désert, un vide, à quelques rares exceptions près. Il n'en fut peut-être pas ainsi dans toutes les sciences; la chimie fut une des rares exceptions à cette situation de misère et de paupérisme. Quiconque prétend que la science a été choyée et gâtée pense sans doute à une période de courte durée dans les années 60, mais on devrait prendre en considération le retard de la science canadienne sur celle des autres pays de l'occident.

A l'époque où nous sommes, la science est soumise à certaines pressions, pour ne pas dire à des attaques à outrance, provenant de sources assez disparates : les gouvernements, provinciaux et fédéral, jeunes radicaux et conservateurs n'en passeront pas l'hiver. J'analyse certains de ces cas, dont un situé dans un contexte québécois (voir en cette connection mon article antécédent dans ce Bulletin, 19, n° 4, 25, 1971). Pour faire face à ces tristes réalités, j'avance certaines propositions :

1. Les scientifiques, par le truchement de leurs associations professionnelles, devraient initier des études de politiques relativement aux sciences, et non seulement réagir à celles commanditées par des organismes et personnes en dehors de la com-

munauté scientifique. J'indique certains domaines où de telles études s'imposent et s'avèrent fructueuses et rentables.

2. La communauté scientifique elle-même devrait créer une agence pour étudier les implications déontologiques et sociologiques des progrès en biologie et en médecine et pour veiller aux développements susceptibles d'avoir des conséquences nuisibles à la société.
3. Les tentatives plus ou moins continues des agences gouvernementales d'épurer de toute science fondamentale « pure » les recherches poursuivies dans les laboratoires gouvernementaux, doivent être dénoncées par la totalité des scientifiques qui seuls sont en mesure de comprendre que l'atmosphère requise pour l'épanouissement des recherches appliquées dépend de la présence simultanée de la recherche de base, fondamentale.
4. Les scientifiques devraient augmenter leur « visibilité » dans la communauté, et j'avance certaines suggestions relatives aux moyens susceptibles de porter fruit à cette fin.
5. Je soulève un problème qui va droit au cœur de la pratique de notre profession : comment éliminer le côté « affaires » de la science, comment diminuer la compétition entre scientifiques et en augmenter la co-opération ? Comment éliminer l'exploitation de collègues, étudiants, aides-techniques ? Ici, je n'ai pas osé faire des propositions concrètes mais je ne suis pas moins persuadé que des réformes majeures, voire draconiennes, s'imposent.

starting in the late fifties and early sixties. New university building began, salaries gradually rose to reasonable levels partly due to the growing strength of the C.A.U.T. and of local faculty associations, sabbatical leave policies became general, the Medical Research Council was created, at first essentially a Council of Medical Faculty Deans or their delegates, rapid development of many of the more modern aspects of biology and its branches began. Funding of basic research rose from about 10% of the U.S. effort, corrected for population or gross national product, to about 50%, where it is at the moment, according to the latest Science Council report (# 18, Sept. 1972, Table 2). If figures were available to permit comparison of biomedical research alone in these two countries, I suspect that they would show that the Canadian effort as of 1973 is about one-third the American on a population or GNP basis.

## II. The Fall From Grace

Basic science, its practitioners and the universities and institutes in which they work are now under attack. This has caused an intense crisis of identity and to some extent a loss of confidence. I would like to examine some of the factors which have caused this malaise and some of the forces in society which we should consider in our attempts to respond.

1. The politicians and the economists in the Treasury Board and elsewhere tell us that we scientists no

longer can have unlimited access to the public purse. In 1966, the deputy director of the White House Science Office, Dr. Ivan Bennett, put it this way: "Science can no longer hope to exist among other human enterprises through some mystique without constraints or scrutiny in terms of national goals and isolated from the competition for allocation of resources which are finite". Essentially the same words and ideas were borrowed a few years later by our Canadian economic and senatorial boffins. However, if they ever had any relevance to the American scene, the analysis which I have presented shows that they have precious little to the Canadian, where we have just barely emerged from the starvation level. As we remarked a few years ago in a report of the Science Policy Committee of the Canadian Federation of Biological Societies, basic biomedical science risks a fate like that of the United States in the celebrated aphorism of Oscar Wilde, namely to pass from barbarism to decadence without enjoying an intermediary stage of civilization.

We are told by our Treasury Board friends that they would like to be convinced by cost-benefit analysis that our enterprise is worth all that money. But in the case of a piece of fundamental science, it is much easier to figure out the cost than the benefit. Exactly the same thing is true in the case of a C.B.C. telecast, an opera performance, or a concert or a poem or a university education. However, I will present one such calculation



of benefit, that flowing from the discovery that the anti-biotic streptomycin could kill the bacillus which causes tuberculosis. An American source estimates that in the U.S.A. in the 15-year period ending 1969, savings in decreased hospital costs for TB patients were approximately 4 billion dollars, and increased productivity of the ex-patients about 1 billion. We can thus estimate a 15-year benefit in the U.S. for this particular discovery of 5000 megabucks. It is worthy of note that the discoverer of streptomycin, Selman Waksman, was a soil microbiologist, working in a College of Agriculture, who describes his research interests in the following order:

"Microbiological population of the soil; sulfur oxidation by bacteria; microorganisms and soil fertility; decomposition of plant and animal residues; nature and origin of humus; occurrence of bacteria in the sea and their role in marine processes; (and finally!) production and nature of antibiotic substances; isolation of new antibiotics, including actinomycin, clavacin, streptothricin, streptomycin, grisein, streptocin, neomycin, fradecin, fungicidin RAW, candidin and candidin."

One notes parenthetically that a cure for tuberculosis was not one of the research interests of Selman Waksman but that this was a by-product of a lifelong interest in the activities of soil and marine microorganisms.

But how do you calculate the benefits which accrue from the brilliant bursts of insight such as those which culminated in the Watson-Crick model or the bacterial operon or Garrod's concept of metabolism in compartments-inborn errors of metabolism? Yet the rationale of much of modern therapeutics is based on insights such as these.

On the other hand, there are discoveries whose benefits are more easily calculable than their costs. One might calculate the benefits flowing from the development of the Salk and Sabin anti-polio vaccines. But how do you assess the costs? Does one include in the calculation the demonstration by Enders and colleagues that strains of the virus may be cultivated in monkey kidney cells in vitro? And then, the discovery of medium 199 by Parker at the Connaught Laboratories which made Enders' work possible? And all the basic work on tissue culture which made Parker's work feasible, much of which was done without any reference to prevention of poliomyelitis or other diseases but out of a desire to find out how cells divide and differentiate?

**Conclusion:** a., Anyone who claims that Canadian basic biomedical science has been overfed from the public trough doesn't know what he's talking about. We have struggled from a state of acute malnutrition to one of modest respectability on the world scene and we are determined to avoid relapse. b., to state that our access to public funds is not unlimited and that we must compete with other worthy causes in terms of contributions to national goals is simply to describe the situation as it is and as it has always been and as it should and must be. c., insofar as the major fruit of any basic research is contribution to knowledge, *ad maiorem gloriam Hominis sapientis*, its cost may be calculated but not its benefit. d., to the extent that

research yields results applicable to specific ends, its benefit may be calculated but not the real costs. e., research endeavour and the publication which result from it are truly international enterprises which transcend the boundaries of the jurisdictions which finance it. f., to analyze basic research in terms of cost-benefit ratio is absurd.

2. The universities have also been subjected to much the same type of attack, to which they are even more vulnerable, owing to the 1966 change in method of federal involvement in university finance: the universities are wholly at the mercy of the provinces and of the provincialism which this entails. In this respect, Québec sets an unhappy example. The Conseil des Universités du Québec, a provincially appointed body, tells us in a recent report.

"que l'objectif majeur de l'enseignement universitaire québécois durant la prochaine décennie soit d'apporter une contribution significative et qualitative au développement économique, social et culturel du Québec."

Note the order of these adjectives! Our colleague André Côté notes (University Affairs, February, 1973):

"Un objectif majeur n'est sans doute pas un objectif exclusif, mais un objectif trop centré sur le Québec peut faire oublier le reste du monde."

It is quite expected that this provincial mentality would have no comprehension of the nature of research and that basic research would be one of its first victims. This mentality would be happy to see the research function divorced from the teaching function since this would make for easier bookkeeping and greater economy. Already, l'Université Laval has created a new category of position, "postes de professeurs-chercheurs", most of whose time is to be spent in research and who have no undergraduate teaching responsibility; seven such have been named. Unfortunately, this also creates another category, namely des postes de professeurs-non-chercheurs, the majority, who do all the teaching and none of the research. My own view is that one who's sole interest is in teaching belongs in a community college (let us admit a few exceptions); one who's sole interest is research belongs in a research institute and that university professorships should be restricted to those with a serious interest in both. Basic research may exist without the university, but the university as we know it cannot exist without basic research.

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*Cont'd on page 13*

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# C.A.U.T. A.C.P.U. *newsletter*

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## CAUT Council Censures U of Ottawa

by Israel CINMAN

The Canadian Association of University Teachers has censured the University of Ottawa for firing, four years ago, controversial religious studies professor Jacques Flamand.

The Association, which met in Charlottetown May 18 and 19 for its annual Council Meeting, voted unanimously, 47 to 0 with one abstention, to implement the censure of the Rector and the Administration of the University of Ottawa for "refusing to provide proper procedures for Professor Flamand whose renewal of appointment was denied under circumstances which raised reasonable doubts about safeguards for academic freedom in the field of religious studies at the University of Ottawa."

The original censure motion was approved by the Council at its 1972 meet-

ing in Vancouver. However, the Council decided to defer the implementation of the censure to permit for possible approaches by the CAUT to the Rector of the university to reach a satisfactory solution. The Rector, for his part, has repeatedly refused to admit that a problem existed at the University of Ottawa.

Professor A. E. Malloch, Chairman of the CAUT's Academic Freedom and Tenure Committee said that the CAUT has exhausted all possible approaches to rectify the situation at the University of Ottawa and has no further recourse but to implement the censure.

Professor Larry Eldridge, University of Ottawa Faculty Association President, who abstained in the voting, said that although the attitude of the rector of the University was that the Flamand case was closed, some improvement in the relationship between the rector and the

faculty has been noted. "We have sacrificed one of our members for the benefit of the whole," he said.

A Committee, set up in 1970 to investigate the circumstances of non-renewal of Dr. Flamand's contract and determine whether proper procedures were followed, was refused co-operation by the university. This was the first time in CAUT's history in which the university officially refused to co-operate with a formal committee of inquiry.

The Committee, headed by Jean-Paul Audet (Department of Philosophy, Université de Montréal), released a report in which Professor Flamand claims he was fired because "certain exterior ecclesiastical influences were exercised on the university to remove him because of his unpopular views."

Dr. Flamand has written a number of highly controversial articles for *Le Droit* in Ottawa and *Le Devoir* in Montréal in which he advocated among other matters, taxing church property, criticized the papal encyclical "*Humanae Vitae*", suggested that the reorganization of the Ottawa diocese was defective, and attacked the College of Cardinals as an outdated institution.

Dr. Flamand claims that these articles caused certain amount of displeasure in ecclesiastic circles, judging from a personal meeting he had with the Apostolic Delegate in April 1969, who attempted to persuade him to cease publication of his views, which he, the Nuncio, considered inopportune. Dr. Flamand claims that this displeasure was transformed into subtle pressure on the university not to renew his contract.

The report goes on to say that although the Committee did not see any evidence of direct outside pressure to dismiss Professor Flamand, "pressure was indeed exerted on the university, at least indirectly, precisely because pressure was directly exerted on Dr. Flamand himself."

The report concludes that the likely explanation for the non-renewal of Dr. Flamand's contract was "incompatibility of personality and views with the chairman of the Religious Studies... Dr. Flamand seems to have been a difficult colleague to live with; determined to secure reform, vocal in his criticism, not always a model of tact, and contemptuous of the incompetent."

However, the report points out that "a university is a place where difficult but competent people can be accommodated."

The report also notes that there are 11 cases of university professors in CAUT files — nine dating from 1967 or later — with grievances concerning academic freedom at the University of Ottawa.

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### CENSURE MOTION — PASSED MAY 72

CAUT therefore censures the Rector and the Board of Governors of the University of Ottawa

- 1) for refusing to grant a proper hearing to Professor Jacques Flamand when the circumstances of his non-renewal raised reasonable doubts about safeguards for academic freedom in the field of religious studies at the University of Ottawa;
- 2) for rejecting the continued efforts of CAUT and APUO to find a satisfactory solution to the case.

### CENSURE MOTION — PASSED MAY 73

That the censure of the University of Ottawa, passed by Council in May 1972, now be implemented.

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# Conseil de l'ACPU Censure l'Université d'Ottawa

par Israel CINMAN

L'Association canadienne des professeurs d'université vient de voter la mise en vigueur d'une motion de censure de l'Université d'Ottawa déjà approuvée il y a un an.

Le Conseil de l'ACPU siégeant les 18 et 19 mai, à Charlottetown, lors de sa réunion annuelle, a approuvé l'application de censure par un vote unanime de 47 délégués (une abstention) des associations de professeurs des universités du Canada. La motion de censure blâme le Recteur et le Conseil d'Administration de l'Université d'Ottawa « d'avoir refusé les recours voulus au professeur Jacques Flamand dont on n'a pas voulu renouveler le contrat dans des conditions qui semblaient compromettre la liberté universitaire dans le domaine des études religieuses à l'Université d'Ottawa ».

La motion de censure avait été approuvée par le Conseil de l'ACPU lors de sa réunion de mai 1972, à Vancouver. La mise en vigueur de la censure avait toutefois été différée afin de permettre de nouvelles tentatives de négociation d'un règlement. Jusqu'en mai 1973 de multiples tentatives ont été faites. Tous les efforts en vue d'une solution se sont heurtés sur l'intransigeance du recteur de l'université d'Ottawa qui refuse d'admettre qu'il y ait un problème à régler.

Le professeur A. E. Malloch, président du Comité de la liberté universitaire et de la permanence de l'emploi de l'ACPU

a déclaré au Conseil que l'ACPU avait épuisé toutes les possibilités d'en arriver à une solution et que par conséquent, l'ACPU n'avait d'autre choix que d'imposer la censure à l'Université d'Ottawa.

Le professeur Larry Eldridge, président de l'Association des Professeurs de l'Université d'Ottawa, qui s'est abstenu de voter, a déclaré que malgré le refus d'ouvrir le dossier Flamand, il avait pu noter une amélioration des relations entre le recteur et les professeurs. Il a noté que le professeur Flamand aurait été sacrifié pour le bien-être de l'ensemble des professeurs.

En 1970, un comité créé pour enquêter sur les circonstances du non-renouvellement du contrat du Docteur Flamand et sur la propriété des procédures suivies, s'est vu refuser toute collaboration de la part de l'Université d'Ottawa. C'était la première fois, dans l'histoire de l'ACPU qu'une université refusait officiellement de coopérer avec un comité d'enquête.

Après avoir étudié les faits et les arguments des deux parties le Comité, présidé par Monsieur Jean-Paul Audet du département de philosophie de l'Université de Montréal, concluait que l'Université d'Ottawa « n'a pas suivi des procédures appropriées et n'a pas avancé de raisons suffisantes ».

Selon le rapport, le Professeur Flamand attribue la raison de son congédiement « à des influences ecclésiastiques extérieures qui se seraient exer-

cées secrètement pour le faire destituer à cause de ses idées qu'on ne prisait guère ». On se rappellera que le professeur Flamand avait publié des articles très controversés dans *Le Devoir* et *Le Droit*. Il s'y déclarait, entre autres favorable à l'imposition des propriétés de l'église. Il critiqua également l'encyclique « *Humanae Vitae* », suggéra que l'organisateur du diocèse d'Ottawa n'était pas approprié et qualifia le Collège des Cardinaux d'institution démodée.

Le Docteur Flamand croit que ces articles ont déplu à certains s'il en juge par une rencontre personnelle avec le Délégué apostolique en avril 1969. Ce dernier avait tenté de le persuader de cesser la publication de ses articles qu'il considérait inopportuns. Selon le Dr Flamand, ce mécontentement se serait transformé en pression subtile pour que l'Université ne renouvelle pas son contrat.

Les auteurs du rapport n'ont pas trouvé eux-mêmes de preuve que des pressions extérieures directes se sont exercées pour le congédiement du Dr Flamand mais écrivent qu'« il est indéniable qu'elle (l'Université d'Ottawa) a subi des pressions au moins indirectes, précisément parce qu'il y a eu pressions directes sur M. Flamand lui-même ».

Le rapport conclut que, vraisemblablement, « le vrai grief qu'on avait contre M. Flamand, c'était son incompatibilité personnelle et idéologique avec le directeur du département... M. Flamand n'était pas, semble-t-il, un collègue de tout repos : réformiste convaincu, il critiquait sans ambages... Quoi qu'il en soit, une université est un lieu qui doit savoir s'accommoder des personnes difficiles mais compétentes. Or aucun des témoignages que nous avons reçus ne donnait à entendre que M. Flamand était, de quelque façon, incompétent sur le plan de sa spécialité ou sur le plan pédagogique. Au contraire, sa réputation à ces égards demeure excellente. »

La première étape de la censure d'une université comporte la publication de la motion de censure et des raisons qui l'ont motivée. Les statuts de l'ACPU prévoient d'autres stages de censure. Ces stages ultérieurs, qui ne peuvent être imposés que par le Conseil de l'ACPU, comportent une plus large diffusion de la censure et une recommandation à tous les membres de l'ACPU de ne pas accepter d'emploi dans une université censurée par l'ACPU.

## MOTION DE CENSURE — ADOPTÉE MAI 72

L'ACPU censure donc le Recteur et le Conseil d'administration de l'Université d'Ottawa :

- 1) d'avoir refusé une audience appropriée au professeur Jacques Flamand lorsque les circonstances du non-renouvellement de son contrat ont semblé compromettre la liberté universitaire dans le domaine des études religieuses à l'Université d'Ottawa;
- 2) d'avoir rejeté les instances répétées de l'ACPU et de l'APUO en vue de régler l'affaire de façon satisfaisante.

## MOTION DE CENSURE — ADOPTÉE MAI 73

Que la censure de l'Université d'Ottawa, adoptée par le Conseil en mai 1972, soit rendue effective.



# Policy on Tenure Hearings ; Release of Information Discussed by CAUT Council

By Israel CINMAN

Strong interest in collective bargaining for university professors was in evidence as faculty representatives from 48 Canadian universities gathered in Charlottetown last month for the annual Council meeting of the Canadian Association of University Teachers. The delegates met to discuss guidelines and pass legislation prepared for them by the Executive and the Board in the course of the 1972-73 academic year.

The profession's concern with trade unionism stems from many causes. In his article "Professional Societies and Trade Unions: Canadian Experience in Higher Education" (CAUT Bulletin, March 1973) Dr. Donald Savage, Executive Secretary of the Canadian Association of University Teachers says that academics turned to trade unionism as a way of seeking solutions to problems brought about by economic recession, cutbacks and hostility to professors and higher education in general of a public which saw that "the universities could not produce magic cures for the ills of society but only seemed to be a forum to air certain of those ills."

Coupled with these concerns, there is the fact that two faculty associations — the Association at the University of Nelson in British Columbia and the Association at the University of Manitoba — have taken the lead in English-speaking Canada and have been actively involved in the process of organizing their faculty, with the Nelson faculty already certified as a bargaining agent, and the Manitoba Association seeking recognition from the Manitoba Labour Relations Board. In Québec, the majority of CEGEP faculty are already unionized as are the campuses of the Université du Québec. In latest developments there, the Associations at the Université de Sherbrooke and the Université de Montréal are seeking recognition as bargaining agents on their respective campuses.

In view of these developments, the CAUT Collective Bargaining Committee was reactivated this spring and given a mandate to produce a statement of principles concerning CAUT's position on the matter of certification. It was given further instructions by the Council,

and encouraged to continue discussions with the Canadian Labour Congress. The Committee will be submitting an interim guideline and suggestions for funding to the June Board meeting of the CAUT.

There were a large number of other matters on the Council's agenda.

A report of CAUT's interest in educational TV was received with special attention. Dr. Savage said in his address that the Association has struck a "useful alliance with the Association of Canadian Radio and Television Artists" stemming from the interest that the CAUT has in solving problems "which arise for faculty members as writers and performers in educational TV." Dr. Savage also noted the useful and pioneering work done in the area of educational TV by OCUFA. Subsequently the delegates were asked to approve, a formal agreement between the CAUT, ACTRA and the Canadian

Teachers' Federation which would create a nation-wide "clearing house" of information related to the problems of educational TV. This agreement was approved during the afternoon session, on May 18.

The Council also devoted time to the examination of the CAUT Policy Statement on the Release of Information on Faculty. This statement stresses the need for confidentiality in the case of university administrators collecting information on individual teachers. It says that such information should only be released to Statistics Canada or to provincial governments or agencies who are covered by legislation and safeguards comparable to that of Statistics Canada.

The report also states that if a professor wishes to contest negative decisions in connection with non-renewal of contracts, denial of tenure or dismissal, he should have access to all the written material available to those judging his case, including the names of referees and anonymous summaries of letters and evaluations.

According to Dr. Savage, the interest shown by the delegates in this policy statement reflects a growing concern in the university circles about privacy of information and its uses in the hearings of individual cases.

The delegates also heard a report delivered by Professor Archie Malloch, chairman of the Academic Freedom and Tenure Committee of the CAUT, and were asked to approve revisions to the CAUT Policy Statement on Academic Appointments and Tenure, and the document on cutbacks which was first

*Cont'd next page*

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# The CAUT Life Insurance Plan

The establishment of a Voluntary Group Life Insurance Plan for members was first considered by the CAUT in 1968. Other professional Associations have provided Insurance Benefits for their members through such plans, and it was felt by many that the collective purchasing power of the CAUT could be utilized to provide liberal insurance benefits for members at attractively low Group Premium Rates. After considerable discussion by the Executive, an insurance committee was formed in 1970 to investigate the different types of coverage available and report its findings and recommendations.

Independent consultants from across Canada were invited to submit briefs, and specifications for a plan of benefits best suited for the majority of members of the CAUT, taking into consideration all existing university group insurance plans. Once agreed upon, the specifications were forwarded to twenty-nine insurance carriers for quotations. Assessment of premium costs and benefit provisions were made of all proposals submitted and the report of the Insurance Committee in March 1972 was reviewed by the CAUT Financial Committee, the Committee on Economic Benefits, and the Executive Committee of the CAUT before submission and subsequent approval by the General Council of the CAUT at their 1972 annual meeting in Vancouver.

Considering the fact that the CAUT has delved carefully into the creation of this plan for members and dependents with a great amount of effort, calling upon all the expertise available before coming to a decision collectively on its implementation, and considering the very favourable and encouraging response since its inception in the fall of 1972, KANATIA consulting and administration believes that it can safely assure the

CAUT members of a very favourable and continually updated plan of benefits in the future.

Descriptive material is presently being re-designed by KANATIA's Plan Consultants for a further distribution to members in September or October. The plan of benefits and costs will be the same, and a more comprehensive explanation of benefits and procedures of enrollment will be strived for in the revised promotional material.

The ultimate objective is to make the coverage available to all members, regardless of health status. The present underwriting requirements allow the acceptance of members who would be considered somewhat substandard in risk for individual ordinary coverage at standard premium rates. These requirements will be continually lessened as experience warrants and all members declined coverage initially under the plan will have their applications reviewed for reconsideration of acceptance by the underwriting company, the Prudential, from time to time.

The plan administrators, KANATIA Consulting & Administration Inc. report that applications for coverage are still being received daily from members. An interim summary of results for the first six months, as of the 15th of May, reveals that the average policy amount which has been issued to members is \$43,461.00 at an average annual premium of \$107.13. Over 3% of the total individual members in the CAUT have already applied for coverage in the plan, for a total volume of insurance in excess of twenty-five million dollars. Over 40% of the members applying have taken advantage of the Dependent Insurance Coverage for an additional average annual premium of \$12.13 for these members. 7% of the

applicants have been declined coverage based on the present underwriting requirements whereas the national average of declines for coverage applied for to insurance companies in Canada last year exceeded 15% and over 20% of all ordinary coverages issued to individuals were rated up in premium charges because of sub-standard risk. The CAUT Insurance Plan is level renewable and convertible to term insurance with step rate premiums which increase when a member's age increases to 31, 41, 51, 61 and 65. It has been designed to supplement individually owned insurance coverage and the extremely low premiums charged for coverage (less than 25% of costs charged for individual term insurance) do not allow for any reserve cash or paid up insurance values. An insured member may increase (subject to evidence of insurability and maximum amounts obtainable), decrease or terminate coverage on any premium anniversary due date, by notification to the plan Administrators. All association members under age 70 are welcome to apply for benefits. Members who are 50 or more, and all members applying for Option III, IV and V, \$60,000.00, \$80,000.00 and \$100,000.00 respectively are subsequently required to undergo a current medical examination at the expense of the underwriting company, the Prudential, before coverage is issued.

It is of specific interest to note that over 4% of the applicants to date were simultaneously applying for membership in the CAUT with their applications for insurance. This is an encouraging confirmation of the belief that the Plan would attract new members. But no sound conclusions can yet be drawn from the fact that as many as 11% of the Faculty Members of one University have applied for coverage, and as few as 1% of another, because of insufficient time exposure. Where great disparity of percentage results exist among Universities of similar size and character, there are some indications that promotional material has not been fully distributed. Any member who has not yet received descriptive material and an application form, may obtain them either from the CAUT or by writing directly to KANATIA Consulting & Administration Inc., P.O. Box 3528, Stn. "C", Ottawa, Canada K1Y 4G1.

## POLICY ... from p.3

presented to, and approved by the 1971 Council.

The policy statement in relation to tenure hearings was amended with the object of creating arbitration committees with appeals boards, while the document on cutbacks, discussed at length, was amended with the object of clarifying procedures in this area.

The Council also approved the CAUT guidelines concerning faculty workload, patents, anti-nepotism regulations and adopted a report on membership which,

among others matters, recommended that local associations should admit professional librarians and continuing part-time faculty as members where they desire this status.

The Council also adopted a report of the Professional Orientation Committee on Student Evaluation, along with its recommendations on the student evaluation of professors. This subject will be explored in greater depth by Professor Chris Knapper in the first of the CAUT monographs which will be released in the spring of 1974.

University of Windsor, Music Department Choral Music and Music History. Appointment effective September 1, or sooner. Dates direction of 50-voice mixed choir, made up largely of music degree students. Courses in related subjects (repertoire techniques, choral conducting) within bachelor of music programme. Courses in music history and introduction to music. Qualifications: doctorate preferred, will consider strong candidate with Master's work completed. Teaching and conducting experience essential. Rank and salary negotiable according to qualifications and experience. Write to: Dr. Paul McIntire, Head, Music Department, University of Windsor, Windsor, Ontario.



## 1973 Milner Award to J. Percy Smith

The Canadian Association of University Teachers has presented the Milner Memorial Award for 1973 to Professor J. Percy Smith, Vice-President (Academic), University of Guelph. The presentation took place in Charlottetown, P.E.I. on May 17, at the CAUT Council meetings, which this year was hosted by the Faculty Association of the University of Prince Edward Island.

The Milner Memorial Award is granted in honour of James Milner, former Chairman of the Academic Freedom and Tenure Committee, whose services to the cause of academic freedom deserve the greatest recognition that the CAUT can give. In presenting this award the CAUT acknowledges Dr. Smith's service and distinguished contribution to the cause of academic freedom and higher education in Canada.

Professor Smith, born and educated in Canada, has served with the Royal Canadian Airforce during World War II. He received his BA and MA degrees from



Mrs. James Milner presents the Milner Memorial Award for 1973 to Dr. J. Percy Smith.

the University of Saskatchewan and his PhD in English from the University of California at Berkeley. He is at present a professor of English and Vice-President (Academic) at the University of Guelph.

Dr. Smith was a charter member and first secretary from 1952 to 1954 of the University of Saskatchewan Faculty Association. In 1955 he was elected Secretary of the CAUT and held this post for two years. He became Executive Secretary of the CAUT in 1964 and held the position for the full five-year term. He was a member of the CAUT Committee on Academic Freedom and Tenure, Secretary to the Steering Committee, Commission on University Government in Canada, and Member of the Steering Committee, Committee on Relations between Universities and Governments.

Professor Smith is the author of a book "The Unrepentant Pilgrim: A Study of the Development of George Bernard Shaw", and has published a number of articles on Academic Freedom and higher education.

In 1969, Dr. Smith was made honorary life member of the Canadian Association of University Teachers.

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## Council Elects New President ; Vice-President

Members of the CAUT Council, meeting in Charlottetown, P.E.I. on May 18 and 19 have elected Professors Evelyn Moore and Richard Spencer as President and Vice-President respectively, of the Canadian Association of University Teachers for the 1973-74 academic year.

Prof. Moore, who is Associate Dean in the Faculty of Education at the University of Calgary has had a distinguished academic career. She has served as editor of *One World*, journal of the Social Studies Council, has been a consultant to the OISE Canadian Studies Project which established the new Canada Studies Foundation, has taught at the University of Alberta and the University of Calgary and has published a number of articles in leading journals of higher education in Canada and the United States.

She was a founding member of the Edmonton Better Education Association and is the president of the Edmonton Friends of the Indian Society.

Prof. Moore has distinguished herself in her service to the cause of higher education and improving conditions of faculty. She has worked on the Academic Planning Committee and the Faculty of Education Curriculum Committee at Calgary. She was also the president of the University of Calgary Faculty Association and the founding president of the Confederation of Alberta Faculty Associations.

Prof. Moore will take over her duties from Dr. Charles Bigelow, who was president of CAUT in 1972-73.

Professor Richard Spencer, who teaches Civil Engineering at the University of British Columbia has been active in the affairs of the UBC Faculty Association. He was vice-president of the University of British Columbia Faculty Association in 1971-72 and was a member of the CAUT Board in 1972-73. He is also a member of the co-ordinating committee of the Confederation of University Faculty Associations of British Columbia.

Professor Spencer has written extensively in the area of civil engineering for a number of publications and is the vice-president of the B.C. Chapter of the American Concrete Institute.

Immediately prior to Council, the Board, which met May 17, announced the new members. The 1973-74 CAUT Board members are: Professors Evelyn Moore, President, CAUT; Richard Spencer, Vice-President, CAUT; Donald Savage, Executive Secretary, CAUT; Roger Crowther, St. Mary's University (Member at Large); M. A. Bertrand, Université de Montréal; Charles Bigelow, University of Western Ontario (past president); Norma Bowen, Guelph University; Kenji Okuda, Simon Fraser University; J. Ramsey, McGill University; Michiel Horn, York University; K. A. Friedmann, University of Calgary; Rais A. Kahn, University of Winnipeg; C. W. Blachford, University of Saskatchewan (Regina); J. A. Macpherson, St. Francis Xavier University; A. E. Malloch, McGill University; David S. Hart, Memorial University; Fred Driscoll, University of Prince Edward Island; C. C. Potter, Sir George Williams University; E. K. Szalay, University of Ottawa; Alan Child, Notre Dame of Nelson University; E. R. Webking, Confederation of Alberta Faculty Associations; K. Johnstone, University of Saskatchewan; Israel Unger, University of New Brunswick; S. M. Uzumeri, University of Toronto; G. Wood, University of Windsor.



## CAUT Makes its Position Known

# Provinces Hostile; Government Withdraws Proposals to Support Universities

by Isroel CINMAN

The Federal government was forced to withdraw its proposals to support universities following a negative reaction from provincial finance and education ministers who met last month in Ottawa to discuss ways for future financing of post-secondary education.

According to the Secretary of State, the Hon. Hugh Faulkner, no province expressed support for the federal formula, and all provinces expressed reservations about it.

The proposed formula would place the provinces on the receiving end of federal payments for post-secondary education on per capita basis, according to the number of people between the ages of 18 and 24, living in the province.

The present arrangement has the federal government paying 50 per cent of the operating cost for post-secondary education in seven provinces, and making transfers to Newfoundland, Prince Edward Island and New Brunswick on the basis of per capita formula with payments increased annually to take account of cost increases.

The Canadian Association of University Teachers has long been concerned with federal aid to provinces for post-secondary education, and this concern is reflected in a brief which deals with provision of federal funds for universities.

The brief, **Federal Support for Universities and Colleges**, was prepared by the Federal Provincial Financing Committee of the CAUT and was approved by the CAUT Board last October.

The brief, written jointly by Professors C. B. Macpherson (University of Toronto), Gideon Rasenbluth (U.B.C.), Jacques St-Pierre (Université de Montréal), Percy Smith (Guelph), and Alwyn Berland (Past Executive Secretary of the CAUT) calls for a continuing federal presence in the area of university financing.

It suggests that "in order to increase the accessibility of universities to potential students from lower-income families and to diminish the dependence of universities on provincially-controlled grants to universities, the federal government should change some part of its present financial support of universities from grants to the provinces to contingently repayable loans (or a mixture of such loans and grants) to students, thus enabling fees to be increased so that a larger proportion, but not the whole, of the universities' operating costs would be met by fee revenue; and that the



Gordon Fairweather, P.C. (Fundy-Royol) right, and Perrin Beatty, P.C. (Wellington-Gray-Dufferin-Waterloo) left, discuss the CAUT Brief on Federal Support to Universities and Colleges with Prof. J. Percy Smith and Dr. Donald C. Savage.

amount made available to the student be greater than the amount of the fee increase. It also suggests that the federal support of university-based research be maintained at least at the level of recent years, which requires an increase in funding to compensate for the fact that research fellowships and grants are now fully taxed and that the range of federal support of universities' capital costs be enlarged."

The document also includes a section which in view of "two different societies with different traditions and somewhat different values" which exist in Canada, prescribes a special arrangement for Québec in the area of university financing.

These and other points raised in the brief were discussed by a CAUT delegation which first met with the Hon. Hugh Faulkner, secretary of state and his advisors on April 19, and later with John Harney, educational spokesman of the NDP, and Gordon Fairweather and Perrin Beattie representing the Tories.

With the provinces' lukewarm reaction to the government proposals, Mr. Faulkner said that arrangements for funding post-secondary education will remain unchanged until 1976, when another round of federal-provincial meetings will take place.

This extension in time is reflected in CAUT's intention to continue the existence of the Federal-Provincial Financing Committee, which will periodically reconsider its position as new developments in the financing of higher education came up. The Committee will also be following up instructions it received from the Council and Board of the CAUT at their recent meeting in Charlottetown.

According to Dr. Donald Savage, Executive Secretary of the CAUT, one of the ongoing problems that the committee will be asked to consider is the funding for foreign students. The provincial ministers have already pressed the federal government to provide such funds, and, says Dr. Savage, this raises all kinds of difficult problems of definition of criteria. There are also other problems relating to the mobility of students between provinces which, according to Dr. Savage, must be considered.

Reflecting on the meeting with the Secretary of State and the Federal-Provincial Ministers' Conference, Dr. Savage said that although the government was forced to withdraw its proposals, nevertheless it still maintains its presence in the area of financing post-secondary education, and is thus in line with one of the major recommendations made by the CAUT Federal Provincial Financing Committee.

# Vacancies

# Postes vacants

## ADMINISTRATION

MISS EDGAR'S AND MISS CRAMP'S SCHOOL, an independent girls' school in Montreal, is seeking a qualified candidate for the position of Principal. The person selected must have a sound academic background, a strong interest in education and a personal record of good administrative, teaching and leadership abilities. Men and women will be considered. An attractive salary is offered and a contract can be arranged. Persons interested should apply in writing to Mr. David Bourke at the School, 525 Mount Pleasant Ave., Westmount 217, P.Q., and should include a **curriculum vitae** and references.

UNIVERSITY OF BRITISH COLUMBIA. **Director, School of Architecture.** Applications are invited for this position which will become vacant on July 1, 1974 through retirement. The School of Architecture is part of the Faculty of Applied Science and consists of 15 full-time faculty. Student enrolment is approximately 150 distributed over the three years that constitute the program. Qualifications include a degree in architecture, extensive experience in architectural practice, substantial academic experience in research and administration as well as teaching. Please send all inquiries and applications to Chairman, Architecture Search Committee, University of British Columbia, Vancouver 8, B.C.

MCGILL UNIVERSITY. **Dean of the Faculty of Law.** Applications are invited from persons with appropriate academic and professional qualifications. The Dean will be in charge of a bilingual faculty of Law. Effective date of appointment: June 1, 1974. Closing date for receipt of applications: October 1, 1973. Enquiries should be addressed to: Dr. R. E. Bell, Principal and Vice-Chancellor, McGill University, P.O. Box 6070, Montreal 101, Que.

LOYOLA OF MONTREAL. **Interdisciplinary Studies.** Recognized scholar preferably with distinguished publication and some administrative experience and able to elicit the cooperation of the Faculty of Arts and Science at Loyola of Montreal is required to be Director of a new Center for Interdisciplinary and Multidisciplinary Studies. The appointment will probably be made at the level of

Associate Professor or beyond, depending on qualifications. As the appointment is to be made July 15, applications should be mailed immediately to G. Gross, Chairman, Committee on Interdisciplinary Studies, Loyola of Montreal, 7141 Sherbrooke West, Montreal, Quebec.

CARLETON UNIVERSITY, ST. PATRICK'S COLLEGE. Dean of the St. Patrick's College division of the Faculty of Arts. Candidates should have appropriate academic background with teaching and administrative experience. The appointee will become the academic administrator of a liberal arts college with programs in the humanities and social sciences. Applications should be submitted before August 31st, 1973 to Professor J. J. Kelly, Chairman of the Search Committee, St. Patrick's College, Carleton University, Colonel By Drive, Ottawa, Ontario, K1S 5B6.

## AGRICULTURAL ECONOMICS

UNIVERSITY OF SASKATCHEWAN. **Department of Agricultural Economics and the Extension Division.** Applications are invited for a position as Assistant Professor (\$12,000 — \$15,600), Associate Professor (\$15,750 — \$20,300), or full Professor (\$20,500 and up). The preferred candidate will have a Ph.D. or near Ph.D., in agricultural economics with special interest and skill in farm management and extension. Major duty will be to assist in the development and coordination of the extension program in agricultural economics, by utilizing the resources of the Extension Division and the Department of Agricultural Economics in a liaison. Duties will include some teaching, research, and extension in farm business management. Salary will depend on training and experience, and the appointment is effective July 1, 1973, or as soon as possible. Apply with detailed **curriculum vitae**, transcripts, and names of three referees to Dr. P. J. Thair, Head, Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

## ANATOMY

UNIVERSITY OF SASKATCHEWAN. **Department of Anatomy — Neuroanatomist — Neurobiologist.** Applications are invited for a faculty position in the Department of Anatomy. The successful applicant will be required to teach neuro-

anatomy to medical and dental students and conduct research in the area of neurobiology. Good tissue culture, electron microscopy and cytochemistry facilities. Salaries according to qualifications and experience. Further information can be obtained from Professor S. Fedoroff, Head, Department of Anatomy, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

## ANTHROPOLOGY

UNIVERSITY OF TORONTO. **Department of Anthropology.** Applications are invited from qualified persons for the position of Professor and Chairman of the Department. The fields represented in the Department are archeology, social and cultural anthropology, physical anthropology, and anthropological linguistics. Duties include administration of department, direction of undergraduate and graduate programs, and coordination of research activities. The appointment to the chairmanship is for a period of five years, with the possibility of one renewal. The salary will be appropriate to the qualifications of the appointee. The appointment will become effective July 1, 1974. Applicants should write to Professor R. A. Greene, Dean, Faculty of Arts & Science, Sidney Smith Hall, University of Toronto, Toronto, Ontario, M5S 1A1, enclosing a **curriculum vitae**, before November 30, 1973.

## ARCHITECTURE

UNIVERSITY OF MANITOBA. **Faculty of Architecture.** Applications are invited for the position of Assistant Professor. Qualifications required: Applicants with graduate degree in Architecture or Engineering or equivalent experience in architectural technology. Duties: Teaching in lecture and studio programs within the architectural core subjects offered in the departments of Architecture and of Environmental Studies. Salary offered: Salary floor... \$10,500. Applications to: Professor J. Collin, Acting Head, Department of Architecture, Faculty of Architecture, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Effective date of appointment: September 1st, 1973. Closing date for receipt of applications: When position filled.

*Cont'd. next page*



## BIOMEDICINE

UNIVERSITY OF GUELPH. **Department of Biomedical Sciences — Veterinary Pharmacologist.** Applications are invited for the position of Assistant or Associate Professor, effective August 1, 1973. Post includes teaching and laboratory demonstrating in aspects of pharmacology and physiology to students in Veterinary Medicine and Science, at the undergraduate and graduate levels. The position requires an advanced degree in pharmacology, teaching experience and the applicant should be eligible for licensing to practise Veterinary Medicine in Ontario. A research interest in the pharmacology of the nervous system is desired. Applicants should submit a **curriculum vitae** and the names of three references as soon as possible to: Dr. H. G. Downie, Chairman, Department of Biomedical Sciences, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

UNIVERSITY OF GUELPH. **Department of Biomedical Sciences.** Applications are invited for the position of Assistant or Associate Professor, effective September 1, 1973. Post includes teaching and laboratory demonstrating in aspects of clinical chemistry and physiology to students in Veterinary Medicine, animal and human physiology at the undergraduate levels. The position requires an advanced degree, teaching experience and preferably, the applicant should be eligible for licensing to practise Veterinary Medicine in Ontario. A research interest in pathological chemistry as it applies to animal disease or homeostatic function is desired. Applicants should submit a **curriculum vitae** and the names of three references as soon as possible to: Dr. H. G. Downie, Chairman, Department of Biomedical Sciences, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

## CHEMISTRY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Chemistry.** Assistant Professor (Locum Tenens), sole charge of instrumental methods of analysis course. Assistance with 1st and 2nd year teaching. Ph.D. in Analytical or Physical Chemistry with practical experience in the application of instrumental analysis. Annual salary \$11,500 minimum. Commencement date September 1st, 1973. Deadline for receipt of applications 15 July, 1973. Apply to: Dr. M. J. Newlands, Head, Dept. of Chemistry, Memorial University of Newfoundland, St. John's, Newfoundland. (Please quote reference Lt 73/74)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Chemistry.** Postdoctoral fellowship for research in solution kinetics. Ph.D. in physical organic chemistry or physical chemistry preferred. Annual salary \$7400 upwards. Send **curriculum vitae** to Drs. Scott and Barnes, Department of Chemistry, Memorial University of Newfoundland, St. John's, Newfoundland.

## CIVIL ENGINEERING

UNIVERSITY OF ALBERTA. **Department of Civil Engineering.** Applications are invited for the position of Assistant Professor of Civil Engineering. Primary responsibility will be for the organization and teaching or Engineering Graphics to undergraduate students. The successful candidate will also be expected to be active in some other area of Civil Engineering. Appointment effective July 1, 1973. Starting salary \$12,500 — \$13,622. Submit application, including **curriculum vitae**, transcripts and names of references to: Chairman, Department of Civil Engineering, The University of Alberta, Edmonton, Alberta, Canada T6G 2G7.

## CONSUMER STUDIES

UNIVERSITY OF GUELPH. **Department of Consumer Studies.** Lecturer — Master's degree with an interest in textile products. The ability to function as a member of an interdisciplinary team is an important qualification. Teaching responsibilities will be to teach introductory textile and intermediate level courses at the undergraduate level. Salary negotiable. Direct replies to: Dr. R. E. Vosburgh, Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1.

## DENTISTRY

UNIVERSITY OF ALBERTA. **Faculty of Dentistry — Anatomist/Histologist.** Applications are invited for a full-time position in Oral and Dental Histology. Candidates possessing Ph.D. and dental degrees will be given preference. Undergraduate and graduate teaching responsibilities, plus participation in establishing a new Ph.D. Oral Biology program. Salary and rank depend on qualifications and experience. Enquiries, with current **curriculum vitae**, to: Wm. T. Harley, DDS, MSD, Staffing and Recruitment Committee, Faculty of Dentistry, Uni-

versity of Alberta, Edmonton, Alberta, Canada.

McGILL UNIVERSITY. **Faculty of Dentistry.** The Faculty requires a full-time physiologist with a dental background for the purpose of undergraduate and graduate teaching and research. Position open September 1973. Please reply to Dean E. R. Ambrose, Faculty of Dentistry, McGill University, P.O. Box 6070, Montreal 101, Quebec. All replies confidential.

## EDUCATION

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION requires a **Head** for the Midnorthern Centre located in Sudbury. The purpose of the Centre is to extend the research and development responsibilities of the Institute in the midnorthern region of Ontario. The position requires a person with broad experience in Canadian and Ontario classroom learning, and extensive administrative experience. The successful candidate will have a sound academic record, preferably a doctorate, and will be eligible for academic rank within a Department of the Institute. Preference will be given to applicants who can communicate in both official languages and who have some knowledge of the work and the goals of the Institute, who have accomplishments in innovative development work, and who have proven ability to read and interpret research and design and conduct research and development studies. A knowledge of the geographical and educational structure of the midnorthern region of the province will be helpful. Reply in writing with full details to: Dr. K. F. Prueter, Coordinator of Field Development, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario. M5S 1V6.

## ENVIRONMENTAL DESIGN

UNIVERSITY OF CALGARY. **Faculty of Environmental Design, Academic Appointment in Urbanism.** The Faculty of

The University of Alberta

will appoint a

**PRESIDENT**

with effect from July 1, 1974

The University of Alberta is a publicly supported institution established in 1906. The current full-time enrolment is approximately 18,000. The operating budget in 1972-73 is \$70,000,000.

The President has the general supervision over and direction of the operation of the University, including the academic work and the business affairs of the University, and such other powers and duties as may be assigned to him by the Board of Governors.

In the performance of these functions the President is assisted by a Vice-President (Academic), a Vice-President (Finance and administration), and a Vice-President (Planning and Development).

The salary and terms of office of the President are negotiable.

Written applications or nominations for this position, accompanied by a resume of qualifications, will be received until a selection is made, and should be sent to Mr. John Nicol, Secretary to the Governors, The University of Alberta, Edmonton, Alberta.



Environmental Design invites applications for a senior teaching position in Urbanism. Candidates must have high academic qualifications and extensive experience in teaching and/or professional practice. Demonstrated ability in communication and in conceptual leadership and the applicant's expression of teaching and scholarly interests in the urban field will be factors in the consideration of candidates. Administrative experience and organizational skills would be an asset. The Faculty offers the Master of Environmental Design, a professional programme with study options in Architecture, Environmental Science and Urbanism. Four areas of concentrated study related to Urbanism are currently being offered: Planning, Urban Design, Policy Analysis, and Organization and Management. The Faculty is interdisciplinary in its composition and academic and research purposes. It is currently staffed with a broad, representative complement of scientists, designers, social philosophers and members of the legal, architectural and planning professions. This appointment should be made effective January 1, 1974. Apply in writing to: Dean W. T. Perks, Faculty of Environmental Design, The University of Calgary, Calgary, Alberta T2N 1N4.

### FAMILY STUDIES

UNIVERSITY OF GUELPH. **Department of Family Studies.** Director of the Family Studies Laboratory Preschool and Professor in Child Studies. Ph.D. with experience as a Director and teacher in a preschool and in university teaching. Director 1/2 time in the Laboratory Preschool. Teaching undergraduate and graduate courses in Preschool Education and Child Studies in an inter-disciplinary programme. Salary minima: Assistant Professor \$12,350. Associate Professor \$15,800. Professor \$20,100. Direct replies to: Dr. Kathryn Kopf, Chairman, Department of Family Studies, University

of Guelph, Guelph, Ontario N1G 2W1. Replies are requested as soon as possible.

### FINE ARTS

UNIVERSITY OF BRITISH COLUMBIA. **Department of Fine Arts.** The Department hopes to make the following appointments from 1 July 1974, or earlier if suitable candidates present themselves. 1) Assistant, Associate or Professor in Art History. Specialization in Italian Renaissance art. Ph.D. or equivalent. 2) Assistant, Associate or Professor in Art History. Specialization in Pre-Columbian art. Ph.D. or equivalent. 3) Assistant or Associate Professor: Curator of the Fine Arts Gallery. Appropriate experience. M.A. or Ph.D. desirable. Apply to: Dr. George Knox, Head, Department of Fine Arts, University of British Columbia, Vancouver 8, B.C.

### FRENCH

ST. FRANCIS XAVIER UNIVERSITY (SYDNEY CAMPUS). **Department of French.** Applications are invited for an Assistant or an Associate Professor in our French Department. The requirement is a Ph.D. Duties include language teaching and the latest trends in a second/foreign language education in addition to assisting in the initiation of new programs. The salary range is \$11,300 upwards for an Assistant and \$14,500 upwards for an Associate — depending on numbers of years of teaching experience in both ranks. Write: Bernard LeVert, Acting Chairman, Department of French; St. Francis Xavier University (Sydney Campus), P.O. Box 760, Sydney, Nova Scotia. Duties begin September 1, 1973. Applications will be received until the position is filled.

### GEOGRAPHY

UNIVERSITY OF MANITOBA. **Department of Geography.** Applications are

invited for a position in Economic Geography, starting September 1, 1973. Appointment will be at a rank commensurate with qualifications and experience. Preference will be given to persons holding the Ph.D. The long-term interest of the appointee should be in applied aspects of economic geography. The principal responsibility will be undergraduate and graduate instruction in at least two of the following specializations: agricultural geography, land resource management, regional analysis, transportation geography. Please submit a letter of application, together with **curriculum vitae** and the names of 3 referees to: Dr. W. J. Brown, Head, Department of Geography, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

### HISTORY

UNIVERSITY OF GUELPH. **Department of History.** Applications are invited for the position of Professor or Associate Professor in 19th and 20th Century Canadian history. A candidate must have teaching experience and publications. The duties will include undergraduate and graduate teaching. Appointment will be effective in summer 1974 with salary to be negotiated according to qualifications. A **curriculum vitae** and names of three referees should be sent to Dr. A. Margaret Evans, Chairman, Department of History, University of Guelph, Guelph, Ontario N1G 2W1.

UNIVERSITY OF LETHBRIDGE. **Department of History.** An appointment will be made in Canadian History, effective July 1st, 1973 or January 1st, 1974. The successful candidate must be able to offer courses at the undergraduate level, specializing in Western and French Canada. Salary and rank will be open to negotiation, but only candidates who have completed the Ph.D. degree will be considered. Salary scale: Assistant Professor \$12,470 x 567 — \$16,439; Associate Professor \$16,445 x 764; Full Professor \$21,800 x 896 — open. Applications with **curriculum vitae** and names of three referees should be submitted to the Chairman, Department of History, University of Lethbridge, Lethbridge, Alberta T1K 3M4.

### HORTICULTURAL SCIENCE

UNIVERSITY OF GUELPH. **Department of Horticultural Science.** Environmental Horticulturist. Assistant Professor. To undertake research, extension and teaching duties with woody landscape plant materials and in nursery production. Must be knowledgeable on woody plants of southern Ontario and familiar with nursery management principles. Must be able to conduct a fundamental research program in winter hardiness of woody plants. Ph.D. and several years' experience in the above-noted fields required. Contact D. P. Ormrod, Chairman, Department of Horticultural Science, University of Guelph, Guelph, Ontario.

### LANDSCAPE ARCHITECTURE

UNIVERSITY OF GUELPH. **School of Landscape Architecture.** Applicants are



## YORK UNIVERSITY

*Invites applications from highly qualified individuals for the position of*

### PRESIDENT

York University, founded in 1959, is situated in Toronto with two campuses (the main campus in the north-western section of the city and Glendon College in the downtown area) and ten constituent faculties. Full and part-time student enrolment in the 1972-73 term was approximately 23,500 with a full-time faculty of 1059.

Interested candidates are invited to send a curriculum vitae to:

The Chairman,  
Search Committee for a New President,  
c/o Secretary of the University,  
Room S945, Ross Building,  
York University,  
4700 Keele Street,  
Downsview, Ontario,  
M3J 1P3.

invited for a teaching and research position in the general area of parks and outdoor recreation and related resource development. Qualifications should include masters or doctorate involving parks and recreation systems planning, administration, and resource development. Degrees may be in landscape architecture, resource development, geography or related fields. A substantial amount of professional experience in a responsible position is required. Duties shall be primarily at the graduate level, including leadership in this general area of specialization. Salary and rank at the time of appointment shall be commensurate with experience. Send inquiries to Victor Chanasyk, Director, School of Landscape Architecture, University of Guelph, Guelph, Ontario, Canada. N1G 2W1.

## LIBRARY SCIENCE

UNIVERSITY OF BRITISH COLUMBIA. **Manuscripts Librarian.** Applications are invited for the position of Manuscripts Librarian in the Special Collections Division of the Library. The main responsibility is the organization, development, preservation and servicing of the historical manuscript collection. In addition reference service is provided in all other areas covered by the Division's collections, which include Canadian history and literature, voyages and travels, and rare books. A degree in librarianship or a Master's degree in history is required. A training course in archival management and suitable experience in a recognized archives are essential. Knowledge of French is desirable. Beginning salary is open to negotiation. Apply to Mr. I. F. Bell, Associate Librarian, University of British Columbia, Vancouver 8, B.C.

THE UNIVERSITY OF CALGARY. **Deputy Chief Librarian (Academic).** The University of Calgary invites applications for the above position. The Deputy Chief Librarian (Academic) is responsible for the general area of the liaison between the Library and the academic community and collection building. Calgary is one of the newer universities with some 9,000 students and a rapidly growing book collection, and with an annual book budget for 1973/74 of \$850,000. Extension of the Library with six additional storeys was opened in January 1973. Candidates should have an advanced academic degree in addition to the professional librarian degree and considerable university library experience at a senior level. The salary will be in the range of \$16,275 to \$21,625, Librarian V. Applications (including **curriculum vitae** and names of three references) should be sent to: Dr. Kenneth M. Glazier, Chief Librarian, The University of Calgary, Calgary, Alberta, T2N 1N4, Canada.

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THE UNIVERSITY OF BRITISH COLUMBIA. **Institute of Applied Mathematics and Statistics.** A **Director** is required. The starting date is negotiable. Must be qualified for a senior appointment in the Department of Mathematics and have broad research interests in applied mathematics or statistics. To provide leadership in developing the cross-disciplinary activities of applied mathematics and statistics, and to oversee the graduate program of the Institute. Send full **curriculum vitae** and three references to Chairman, Search Committee, Institute of Applied Mathematics and Statistics, c/o Department of Mathematics, University of British Columbia, Vancouver 8, B.C. by October 1, 1973.

UNIVERSITY OF GUELPH. **Department of Mathematics and Statistics.** One or more visiting assistant professors will be required for 1973-74. The appointments are non-renewable. A doctorate and teaching ability are required. Duties will be to teach undergraduate statistics

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## MUSIC

BRANDON UNIVERSITY. **School of Music.** (Teaching vacancies updated as of April 16, 1973.) I. **Woodwind specialist** (performing ability in double reeds). M.Mus. degree, or higher. Ability necessary in one or more of the following areas: Music Education, Freshman Theory, Collegium Musicum, Elementary Percussion, Band Conducting. Rank: lecturer, or above. Salary: \$8,500 — \$11,000. Apply to: Professor Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba, R7A 6A9, Canada. Date of appointment: September 1, 1973.

II. **Brass Specialist** (performing ability in trumpet) M.Mus. degree or higher. Experience in Music Education desirable. Ability necessary in one or more of the following areas: Freshman Theory, Collegium Musicum, Elementary Percussion, Band Conducting. Rank: Lecturer, or above. Salary: \$8,500 — \$11,000. Apply to: Professor Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba R7A 6A9. Date of appointment: September 1, 1973.



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In order to effectively plan and develop educational communications activities, while fulfilling the research and evaluation responsibilities of The Ontario Educational Communications Authority, we require a Director of Planning and Research who will report to the Chairman and Chief Executive Officer. The selected candidate will act as Secretary to the Planning Committee of the Board of Directors in the assessment of new educational communications content and method, the development of educational services and program concepts, as well as the co-ordination of reviews of The Ontario Educational Communications Authority's objectives. Audience measurement and research activities represent a substantial area of responsibility for the Director.

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## PARASITOLOGY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Parasitology.** There is a vacancy for a protozoologist with experience in the blood parasitology of birds, at the World Health Organization's International Reference Centre for Avian Malaria Parasites. This Centre is located in the Department of Biology of the Memorial University of Newfoundland. Duties of the appointee will include service responsibilities (e.g. reporting upon incoming collections of blood slides) and there will be good scope for original research. Appointment at the level of research assistant or research associate, depending on experience. Applications (with full **curriculum vitae** and names of three referees) will close 31 July 1973 and should be made to: Dr. Marshall Laird, Research Professor (Parasitology), Memorial University of Newfoundland, Canada.

## PHYSICAL EDUCATION

UNIVERSITY OF WESTERN ONTARIO. **Faculty of Physical Education.** Applications invited for faculty positions at levels of Lecturer and Assistant Professor in the following areas: teaching/coaching men's and women's gymnastics, modern and folk dance, badminton, track

and field, aquatics/synchronized swim. Freshman course. Undergraduate and graduate lectures in sport psychology. Laboratory development & supervision of graduate study in motor learning. Apply with full **curriculum vitae** to E. F. Zeigler, Dean, Faculty of Physical Education, 118 Thames Hall. Appointment date July 1, 1973.

## PSYCHOLOGY

UNIVERSITY OF SASKATCHEWAN, REGINA CAMPUS. **Department of Psychology — Graduate Research Assistantships.** (\$3,000 for ten months) Applications are invited for two research assistants in the area of intellectual development of small children. Applicants must be eligible for enrolment in the M.A. program at Regina Campus and must have experience in psychological testing. Apply to Dr. J. Schubert, University of Saskatchewan, Regina, Canada.

UNIVERSITY OF WINDSOR. **Department of Psychology.** Developmental Psychologist at the Assistant or Associate level. Responsibilities will include teaching one undergraduate and one graduate course, graduate thesis supervision, and research. Applications should be sent to Miriam E. Bunt, Ph.D. Head, Department of Psychology, University of Windsor, Windsor, Ontario. Canadian experience desirable.

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UNIVERSITY OF BRITISH COLUMBIA. **Public Health Practice.** The Department of Health Care and Epidemiology, Faculty of Medicine, University of British Columbia, requires a Physician trained in Public Health and Preventive Medicine — F.R.C.P. (C) in the speciality desirable as Instructor or Assistant Professor. Duties will include teaching Public Health Practice, basic epidemiology and preventive medicine to students in the Health Sciences. The successful candidate will be expected to carry out research in this same general area. Previous experience in the field, in teaching and in research will be taken into consideration. Salary and academic rank negotiable on the basis of previous experience. Apply, sending **curriculum vitae**, to: Dr. C. J. G. Mackenzie, Professor and Head, Dept. of Health Care & Epidemiology, James Mather Building, University of British Columbia, Vancouver 8, B.C.

## RENEWABLE RESOURCES

MACDONALD CAMPUS OF MCGILL UNIVERSITY. **Department of Renewable**

**Resources.** Applications are invited for an Assistant or Associate Professor at Ph.D. level or equivalent, knowledge of French desirable. Duties: Undergraduate and graduate teaching and research in outdoor recreation or regional resource planning. Salary: Commensurate with the qualifications and experience of the successful candidate. Apply to: Coordinator, Division of Renewable Resources Development, Faculty of Agriculture, Macdonald Campus of McGill University, Ste-Anne de Bellevue 800, Que. Date of appointment: September 1973 or as soon as candidate is available — closing date for applications: when position is filled.

## SOIL SCIENCE

THE UNIVERSITY OF BRITISH COLUMBIA. **Department of Soil Science.** Applications are invited to fill a new position as Assistant Professor. Minimum requirements are a Ph.D. degree with specialization in Soil Fertility. Responsibilities include undergraduate and graduate teaching and development of a research program in Soil Fertility. Date of appointment from July 1 to December 1, 1973. Send application including **curriculum vitae** and letters of reference to Dr. C. A. Rowles, Chairman, Department of Soil Science, University of British Columbia, Vancouver 8, B.C. Canada.

## AVAILABILITIES

**PSYCHOLOGIST.** Counselling Psychologist, B.Ed. Alberta, M.A. Washington. Specialization: Psychology of Exceptionality Group Therapy Technique. Experience: University — 11 years Teaching/Counselling; High School — 11 years T/C. Both Clinical and School Counselling experience. Present Assignment: Visiting Professor of Educational Psychology — Canadian International Development Agency, organizing a graduate course in counselling and exceptional children at a new West African University. Available July 1, 1974. **Curriculum vitae** on request. Box 81.

**SOCIOLOGY.** Assistant Professor (Macrosociologist) with seven years' teaching undergraduates. Seeks summer teaching post or one year visiting lectureship. Prefer 1974-75 or 1975-76 yr. Send for **curriculum vitae** Box 82.

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# YOUR TAXES

# VOS IMPOTS

## Income tax for foreign professors

by Pierre LEAHEY

Residents of 14 countries having signed reciprocal tax agreements with Canada can benefit from an income tax exemption if they stay in Canada less than two years. Up to September 13, 1972, one had to file a declaration stating his intention to leave Canada within two years. In that matter, universities were acting as agents of the Minister of National Revenue and if they were satisfied with the declaration they did not have to deduct any income tax or C.P.P. contributions during the first 18 months.

Since September 13 (see the **CAUT Bulletin**, December 1973, p. 21) universities must deduct income tax and C.P.P. contribution regardless of the intentions of these teachers. The deductions will be refunded upon request if the teacher has left Canada within two years. These professors, however, will have to pay unemployment insurance premiums if they hold insurable employment, which is almost always the case. These are not refundable.

It seems now that certain income tax district offices are trying to challenge the sincerity of the statement of intentions made by teachers who came to Canada with the intention of leaving within two years but who have changed their minds and overstayed that period. There is a large number of these people and the CAUT could not provide individual help to all of them. However, the CAUT has written a letter to the Minister of National Revenue calling possible inequities to his attention. The CAUT Income Tax Committee has also prepared

a short guide to try to help teachers who might be assessed now because they did not pay income tax in previous years. It is impossible to deal with all cases in a general guide but at least one of the advices applies to all concerned: get a competent legal advice before accepting an invitation from D.N.R. This guide is available, on request, at the CAUT central office, in Ottawa. Of course, the CAUT cannot and does not wish to help those who deliberately have made false declarations.

We have recently been informed that all the treaties are currently being renegotiated to put an end to the tax exemption for foreign teachers.

### Income Tax, Sabbatical Leaves in Foreign Countries

Following the CAUT letter to the Minister of Finance and to the Minister of National Revenue (see the **CAUT Bulletin**, April 1973, **Newsletter**, p. 10) concerning the possibility of deducting expenses from sabbatical allowances, the CAUT Income Tax Committee has met with representatives of the Minister of Finance. It was a cordial meeting. The representatives of the Minister were receptive and seemed sympathetic to the problems facing university teachers on sabbatical leave. However, they left us with little hope that the Income Tax Act would be amended shortly. The Minister of Finance recently wrote to us that: "the representations of the CAUT Income Tax Committee have been recorded and will be helpful when possible amendments to the relevant sections of the Act are next being studied".

tendent de mettre en doute la sincérité des déclarations d'intention faite par des professeurs étrangers venus au Canada avec l'intention d'y demeurer moins de deux ans mais ayant changé d'idée et étant demeurés au Canada. Il y aurait un nombre assez important de ces professeurs et l'ACPU ne saurait leur apporter une aide individuelle. Toutefois, l'ACPU a écrit une lettre au Ministre du Revenu National attirant son attention sur les injustices possibles. Le Comité de l'Impôt sur le revenu de l'ACPU a également rédigé un court guide visant à venir en aide à ceux à qui le Ministère du Revenu National tenterait de faire payer les impôts dont ils étaient exonérés, de bonne foi. Il est impossible de couvrir tous les cas dans un guide général mais au moins un des conseils prodigués dans ce guide s'adresse à tous: obtenir un avis légal compétent avant de rencontrer les fonctionnaires du Ministère du Revenu National. Le Guide général est disponible sur demande au bureau de l'ACPU à Ottawa. Evidemment, l'ACPU ne peut ni ne veut aider ceux qui auraient délibérément fait de fausses déclarations.

Nous avons appris, également, que tous les traités fiscaux internationaux sont actuellement en renégociation et que le Ministre des Finances entend mettre fin à l'exonération d'impôt pour les professeurs étrangers enseignant au Canada moins de deux ans.

### Impôt sur le revenu; congés sabbatiques à l'étranger

À la suite de la lettre de l'ACPU au Ministre des Finances et au Ministre du Revenu National concernant la possibilité de déduire certaines dépenses des allocations de congé sabbatique (voir le **Bulletin de l'ACPU**, avril 1973, **Newsletter** p. 10-11 et 12) le Comité d'Impôt sur le Revenu a rencontré un haut fonctionnaire du Ministère des Finances. La rencontre a été très cordiale. Tout en se montrant très réceptif et sympathique vis-à-vis les problèmes rencontrés par les professeurs d'université en congé sabbatique, le représentant du Ministre des Finances a laissé entendre qu'il ne fallait pas espérer d'amendement à la loi prochainement. Le Ministre des Finances nous a par la suite écrit que nos représentations seront utiles lorsque viendra le temps d'étudier des amendements possibles aux sections pertinentes de la Loi de l'Impôt sur le revenu!

## Impôt sur le revenu des professeurs étrangers

par Pierre LEAHEY

Les citoyens de 14 pays étrangers signataires d'un accord fiscal avec le Canada, peuvent venir enseigner au Canada sans payer d'impôt sur leur revenu pendant une période de deux ans. Jusqu'au 13 septembre 1972, le professeur qui désirait être exonéré d'impôt devait signer une déclaration faisant état de son intention de demeurer au Canada moins de deux ans. Les universités qui, pour ces fins, représentaient le Ministère du Revenu National, acceptaient ces déclarations et ne déduisaient aucun impôt ou cotisations au régime des rentes du Canada du salaire du professeur, au cours des 18 premiers mois.

Depuis le 13 septembre 1972, toutefois (voir le **Bulletin de l'ACPU**, décembre 1972, p. 21 et 22) les universités doivent déduire ces impôts et ces cotisations sans tenir compte des intentions des professeurs. Le professeur qui aura été au Canada moins de deux ans, pourra réclamer le remboursement de ces déductions. Par ailleurs, ces professeurs sont tenus de cotiser à l'Assurance Chômage s'ils occupent un emploi assurable, ce qui est presque toujours le cas. Ces cotisations ne sont pas remboursables.

Il semble maintenant que certains bureaux de district de l'Impôt sur le Revenu

## Prestations de chômage pour les chargés de cours à terme

par S. SHEDD  
(Université de Calgary)

Le 1<sup>er</sup> janvier 1972, le champ d'application de l'assurance-chômage a été étendu à de nouveaux groupes, dont les professeurs d'université. A ce moment-là, il semblait peu probable que ces derniers bénéficient de ce programme élargi. Cependant, les problèmes de budget qui sont apparus dans les universités depuis lors, ont rendu ce changement beaucoup plus intéressant qu'on ne l'avait d'abord cru.

Parmi les premiers à faire des demandes de prestations, se trouvèrent un certain nombre de chargés de cours à terme de l'université de Calgary. Ces chargés de cours avaient été embauchés pour un terme de huit mois seulement et non pour une période de douze mois comme c'est généralement le cas à l'Université de Calgary.

A en juger par les premiers résultats d'une enquête effectuée par l'ACPU, plusieurs universités canadiennes embauchent des chargés de cours dans de telles conditions. Et, ce qui est plus important, dans tous les cas rapportés jusqu'à maintenant, cette politique ne concerne qu'un faible pourcentage du total des enseignants de ces universités. Il est donc possible que le jugement rendu dans le cas des chargés de cours de l'université de Calgary s'appliquera dans les cas similaires. Voici donc l'historique de ce cas.

En mai 1972, plusieurs chargés de cours à terme, dont les contrats avaient expiré le 30 avril 1972, demandèrent des prestations d'assurance-chômage. La Commission d'assurance-chômage leur répondit de différentes façons. Dans certains cas, on leur dit qu'ils seraient éligibles après le délai d'attente de deux semaines qui est exigé de tous les prestataires. Dans un cas cependant, on refusa de verser les prestations au requérant mais quand il signifia son intention d'en appeler de ce verdict, la C.A.C. renversa sa décision et décida de verser les prestations. Quatre personnes cependant, dont la demande avait été rejetée, décidèrent d'en appeler de cette décision. Il s'agissait de MM. Brian O. Paulsen et Paul Woodrow et de M<sup>mes</sup> Orysia L. Prokopiw et A. Virginia Wilson. La C.A.C. avait refusé de leur verser des prestations en vertu de l'article 158 de la Loi de 1971 sur l'assurance-chômage. Cet article s'énonce comme suit :

### 158 (1)

Aux fins du présent article

- (a) « période de travail annuelle désigne l'année scolaire ou la période d'enseignement donnée à l'université, à l'école ou à toute autre institution où la personne est employée, et

- (b) « période de congé annuelle » d'une personne désigne la période annuelle au cours de laquelle cette personne n'enseigne ordinairement pas à l'université, à l'école ou à toute autre institution où elle est employée.

### 158 (2)

Dans le cas d'une personne employée dans l'enseignement et qui accomplirait normalement toutes les tâches prévues dans son contrat de travail et recevrait la rémunération payable aux termes dudit contrat au cours d'une période de travail annuelle de moins de cinquante-deux semaines, un arrêt de rémunération se produit lorsqu'il existe, entre le nombre de semaines écoulées à la suite de son licenciement ou de sa cessation d'emploi et le nombre de semaines que comprend sa période de congé annuelle, le même rapport que le rapport

- (a) entre le nombre de semaines où elle a été employée au cours de la période de travail annuelle et le nombre total de semaines que comprend la période de travail annuelle, ou
- (b) entre le montant de la rémunération effectivement payé ou payable à l'égard de son emploi au cours de la période de travail annuelle et le montant de la rémunération qui serait payable aux termes de son contrat de travail, si elle était employée pour toute la durée de la période de travail annuelle, en prenant le plus élevé des deux rapports.

L'application de cet article de la loi de l'assurance-chômage signifiait que les quatre chargés de cours n'avaient pas subi d'« arrêt de rémunération » avant le 1<sup>er</sup> septembre 1972. C'est en vertu de cette interprétation que la C.A.C. refusa les quatre demandes.

Les quatre requérants décidèrent alors d'interjeter appel à un conseil arbitral. Chaque appel subit une audience distincte, devant des membres différents du conseil arbitral. Dans deux cas, le conseil décida en faveur des requérants et dans les deux autres cas, en faveur de la C.A.C. Les deux chargés de cours visés par cette dernière décision, choisirent d'interjeter à nouveau appel. De son côté, la C.A.C. décida elle aussi d'en appeler dans les deux cas où les

requérants avaient obtenu une décision favorable du conseil arbitral. Selon la Loi de l'assurance-chômage, de tels appels sont portés devant un juge-arbitre. On décida d'entendre les quatre appels au cours d'une même audience. Celle-ci eut lieu à Calgary, en novembre 1972, devant le juge Cattonach.

Celui-ci rendit sa décision en faveur des quatre chargés de cours à terme. Cette décision était basée sur un jugement antérieur rendu au Québec, jugé par lequel un étudiant diplômé chargé de cours avait été reconnu éligible aux prestations après la période normale d'attente de deux semaines et non selon la période d'attente requise par l'article 158. Le fondement de la décision dans ce cas était assez simple. Le juge-arbitre avait déclaré que l'étudiant chargé de cours ne pouvait être considéré comme étant dans une « période de congé annuelle » (telle que définie à l'article 158 (1) (b) ci-dessus) parce que « congé annuel » implique qu'il y aura subséquemment « travail annuel ». Puisque dans le cas en litige, l'étudiant ne s'était pas vu offrir d'emploi pour l'année suivante, il n'était donc pas en « congé annuel ».

La C.A.C. décida d'interjeter appel de cette décision du juge Cattonach. Cet appel fut entendu à Calgary, le mardi 13 mars 1973, devant la Cour fédérale d'appel. Le juge en chef W. R. Jaceff, les juges suppléants F. A. Sheppard et F. M. Bastin entendirent la cause (Action n° A-275-72) entre le requérant, le Procureur général du Canada, et les intimés, Brian O. Paulsen, Paul Woodrow, Orysia L. Prokopiw et A. Virginia Wilson. Le 24 avril 1973, la demande du requérant fut rejetée.

Le juge en chef, appuyé par les juges Sheppard et Bastin, consigna le jugement par écrit. Selon eux, la seule question en cause dans cette demande était de savoir si les requérants aux prestations d'assurance-chômage, chargés de cours dans une université en vertu d'un contrat allant du 1<sup>er</sup> septembre 1971 au 30 avril 1972, avait subi ou non un « arrêt de rémunération » immédiatement après le 30 avril 1972. En effet, selon le paragraphe 17(2) de la loi de 1971 sur l'assurance-chômage, c'est là une des conditions pour devenir éligible aux prestations d'assurance-chômage.

L'expression « arrêt de rémunération » est ainsi définie dans le paragraphe 2 (1) de la Loi de 1971 sur l'assurance-chômage :

- n) « arrêt de rémunération » désigne l'arrêt de la rémunération d'un assuré lorsque celui-ci cesse d'être à l'emploi d'un employeur par suite de mise à pied ou pour toute autre raison.

Qu'il y ait eu ou non « arrêt de rémunération » au 30 avril dépendait de l'application de l'article 158, cité ci-dessus. Si cet article s'appliquait dans

## PRESTATIONS... suite de la page 13

les cas en cause, il n'y aurait pas eu « arrêt de rémunération » avant le 1<sup>er</sup> septembre 1972. Si par contre l'article n'était pas applicable, l'« arrêt de rémunération » aurait eu lieu à partir de l'arrêt de travail, soit le 30 avril 1972.

La question de l'applicabilité de l'article 158 amenait à discuter si cet article avait été préparé pour s'appliquer à de tels cas. Le seul fondement de l'article 158 se trouve au paragraphe 58 de la Loi de l'assurance-chômage. Les sections appropriées de ce paragraphe de la Loi se lisent comme suit :

58. La Commission peut, avec l'approbation du gouverneur en conseil, établir des règlements

(h) imposant des modalités supplémentaires en matière de service et de bénéfice des prestations et restreignant le montant ou la période de service des prestations, pour les personnes

(i) qui travaillent ou ont travaillé pendant une fraction quelconque d'une année dans le cadre d'une industrie ou d'une occupation au sujet de

laquelle la Commission constate qu'il y a chaque année, d'après un usage ou un contrat de travail pertinent, une période durant laquelle aucun travail n'est exécuté,

(iii) qui, selon l'usage en vigueur dans leur occupation, branche d'activité ou industrie ou conformément à la convention intervenue entre elles et un employeur, sont payées en tout ou partie aux pièces ou en fonction d'un autre critère que le temps;

(r) précisant dans quels cas et à quel moment se produit un arrêt de rémunération;

Ces sections (h) (i) (ii) et (r) du paragraphe 58 auraient pu servir de fondement à l'article 158. Or, le juge en chef décida que l'article 158 ne pouvait s'appliquer puisque

- 1) l'avocat du Procureur général du Canada avait admis que la C.A.C. n'avait jamais déclaré avoir fait les règlements exigés par le paragraphe 58 (h);
- 2) selon les preuves déposées devant le juge-arbitre et selon

les faits sur lesquels la Cour pouvait se baser, il ne semblait pas possible ou probable qu'une Commission ait imposé des conditions concernant l'université de Calgary ou l'enseignement universitaire.

Le juge en chef soutint également que le paragraphe 58 (r) ne pouvait servir de fondement à l'article 158

à moins qu'il ne soit interprété comme autorisant implicitement de faire des règlements pour empêcher une personne « qualifiée » d'être « qualifiée » pour recevoir des prestations.

Se basant sur ces arguments, la Cour fédérale d'appel décida que les chargés de cours à terme de l'université de Calgary étaient éligibles aux prestations immédiatement. (Au moment d'écrire ces lignes, les versements n'avaient pas encore été faits.)

Il semble donc raisonnable de supposer à partir de la cause du Procureur général du Canada contre Paulsen et al., que les chargés de cours à terme dans la plupart des universités canadiennes seront éligibles aux prestations d'assurance-chômage cet été. Ceux qui sont concernés devraient faire application à leur bureau local d'assurance-chômage dès maintenant.

## YOUR TAXES... Cont'd.

### Unemployment Benefits for Sessional Instructors

by S. SHEDD  
(University of Calgary)

Effective January 1, 1972 unemployment insurance coverage was extended to protect several new groups. University professors were included under this extended coverage. At the time it may have appeared that university professors would be unlikely to benefit from such coverage. Since then however, budget problems have developed and the change looks far more welcome.

Among the first to apply for benefits were a number of sessional instructors at the University of Calgary. These instructors held contracts for only eight months instead of the normal twelve month contract which is generally the case at the University of Calgary.

Judging from early responses to a survey conducted by CAUT several Canadian universities have similar instructors. More importantly all cases reported so far have only a small percentage of the total faculty on such contracts. Therefore it is likely that the decision reached in the case of the University of

Calgary will be applicable in most other cases. The University of Calgary case developed as follows.

In May 1972 several sessional instructors whose contracts had expired on April 30, 1972 applied for unemployment insurance benefits. They were dealt with in a variety of different ways. In some cases they were told that they would be eligible after the normal two weeks period which is required of all applicants. In at least one case an applicant was denied benefits but when he stated his intention to appeal the decisions, the Unemployment Insurance Commission (U.I.C.) reversed itself and granted benefits. In at least four other cases individuals who were denied benefits did in fact appeal. These four were Mr. Brian O. Paulsen, Mr. Paul Woodrow, Ms. Orysia L. Prokopiw and Ms. A. Virginia Wilson. These four individuals were told that they were not eligible for benefits at that time under the Commission Regulation 158. This regulation states :

158 (1)

For the purposes of this section

(a) "annual work period" with respect to a person, means the annual academic term or teaching period at the university, school or other institution where that person is employed; and

(b) "annual off period" with respect to a person, means the annual period when that person is normally not teaching or instructing at the university or school or other institution where he is employed.

158 (2)

Where a person is employed in teaching and would normally perform all of the services required under his contract of employment and receive the remuneration payable under that contract during an annual work period of less than fifty-two weeks, an interruption of earnings occurs when a number of weeks have elapsed following his lay-off or separation from employment that bears the same ratio to the number of weeks in his annual off period that

(a) the number of weeks he is employed during the annual work period bears to the total number of weeks in the annual work period, or

(b) the amount of remuneration actually paid or payable in respect of his employment during the annual work period bears



## UNEMPLOYMENT . . .

*Cont'd. from p. 14*

to the amount of remuneration that would be payable under his contract of employment if he were employed the whole of the annual work period whichever is the greater.

The application of the regulation meant that the four sessionals would not have an "interruption of earnings" under the Unemployment Insurance Act until September 1, 1972. Accordingly, the U.I.C. denied these four applications.

At this stage each appealed to the Board of Referees. Each appeal was heard separately and by different members of the Board of Referees. In two cases the Referees found in favor of the applicants and in two cases they found in favor of the U.I.C.

Following the decisions by the Referees the two sessional instructors whose appeals were denied decided to further appeal that unfavorable decision. At about the same time U.I.C. decided to appeal the two cases in which the referees had ruled in favor of the applicants. Under the Unemployment Insurance Act, such appeals are heard by an Umpire. It was determined that all four cases should be heard at one time. The four appeals were heard in Calgary in November, 1972 by Mr. Justice Cattanach.

Mr. Justice Cattanach ruled in favor of the four sessional instructors. He based his judgment on an earlier ruling of a Quebec case in which a graduate teaching assistant had been found to be eligible for benefits after only the normal waiting period (not the waiting period required by Regulation 158). The basis for the decision in that case was quite simple. That Umpire had ruled that the graduate teaching assistant could not be considered as being in an "annual off period" (as defined in 158 (1) (b) above) because an "off period" implied that there would subsequently be an "on period". Since in their particular case the graduate assistant had not yet been offered employment for the following year he was not "off".

U.I.C. chose to appeal this decision by Mr. Justice Cattanach. This appeal was heard in the Federal Court of Appeals sitting in Calgary on Tuesday, March 13, 1973. The case (Action No. A-275-72) between the Attorney General of Canada, Applicant, and Brian O. Paulsen, Paul Woodrow, Orysia L. Prokopiw and A. Virginia Wilson, Respondents was heard by The Chief Justice, W. R. Jackeff; Deputy Judge, F. A. Sheppard; and Deputy Judge, F. M. Bastin. On April 24, 1973 judgment was rendered denying the application.

The Chief Justice wrote the Reasons for Judgment and they were concurred on by Mr. Justice Sheppard and Mr. Justice Bastin. In their view the only question that has to be decided on this application is whether, in the case of the applicants, who were employed as uni-

versity instructors on term contracts for the period commencing on September 1, 1971, and ending on April 30, 1972, there was an "interruption of earnings" from employment immediately after April 30, 1972, so as to satisfy, as of that time, one of the conditions to becoming qualified for unemployment insurance benefits, which condition is contained in section 17(2) of the Unemployment Insurance Act, 1971.

The expression "interruption of earnings" is defined in section 2(1) of the Unemployment Insurance Act, 1971 as follows:

- (n) "interruption of earnings" means that interruption that occurs in the earnings of an insured person when after a period of employment with an employer the insured person has a lay-off or separation from that employment.

Whether or not such an "interruption of earnings" occurred depended upon the application of Regulation 158 cited above. If 158 applied there would be no interruption of earnings until September 1, 1972. If it was not applicable then "the interruption of earnings" occurred immediately upon termination of employment on April 30.

The question of the possible application of Regulation 158 leads to the further question whether that regulation was validly made so as to apply in the circumstances in question here. The only authority offered to justify the making of Regulation 158 is to be found in Section 58 of the Unemployment Insurance Act. The appropriate parts of that section of that act read:

- 58. The Commission may, with the approval of the Governor in Council, make regulations
  - (h) imposing additional conditions and terms with respect to the payment and receipt of benefit and restricting the amount or period of benefit, in relation to persons
    - (i) who work or have worked for any part of a year in an industry or occupation in which the Commission determines that there is by custom or pursuant to a relevant contract of employment a repetitive

annual period during which no work is performed in that industry or occupation, or

- (ii) who by custom of their occupation, trade or industry or pursuant to their agreement with an employer are paid in part by the piece or on a basis other than time;
- (r) defining and determining when an interruption of earnings occurs;

There are in this section two possible bases for Regulation 158 - 58 (h) (i) (ii) and 58 (r). The Chief Justice argued that Regulation 158 could not be supported because

1. The counsel for the Attorney General of Canada admitted that the U.I.C. had made no declaration that it had made the determinations required under Section 58 (h);
2. That based on the evidence before the Umpire and the facts of which the court had judicial knowledge it did not seem probable or possible for any Commission to have made such a determination for the University of Calgary or for University teaching.

The Chief Justice also argued that 58 (r) could not support Regulation 158 unless it is construed as implicitly authorizing a regulation that has the effect of making a person not "qualified" for benefits during a period when, otherwise, he would be "qualified" for benefits

Based on these reasons the Federal Court of Appeal ruled that the sessionals at the University of Calgary were eligible to receive benefit immediately (at the time of writing they had not yet received those benefits).

It is reasonable to assume from the case of the Attorney General of Canada vs. Paulsen et al. that sessional instructors at most Canadian universities will be eligible for unemployment benefits during the summer. Those affected should apply at the local Unemployment Insurance Commission Office now.

# Saskatchewan Withdraws Controversial Amendments

by Israel CINMAN

Amendments to the Saskatchewan University Act, which would have given complete autonomy to the Regina Campus of the University of Saskatchewan and which were designed to bring about a new set of relationships between the government and the University, have been withdrawn by the NDP government because of strong criticism from academic and legislative circles within the province.

The withdrawn amendments were given over for further study to a three-man commission headed by Chief Justice Emmett Hall. The other members of the commission are Gordon South, a farmer from the Melfort district of Saskatchewan and L. S. Nicks, a Grand Coulee farmer and former president of the Saskatchewan School Trustees Association. The Commission is expected to deliver its recommendations in early fall.

The amendments to the University act as presented by Gordon MacMurchy, Saskatchewan's minister of education would have established a new, twelve-member board of regents to govern the University of Saskatchewan, consisting of four members appointed by the provincial cabinet, the chairman of each campus' board of governors, the president of each campus, one member elected by the senate of the Regina Campus and one elected by the senate of the Saskatoon Campus, the deputy minister of finance and the deputy minister of continuing education.

The death of the bill, which the government allowed to expire in the order paper stage, was met with mixed reactions.

Dr. John Archer, principal of the Regina Campus, which lost its bid for autonomy with the withdrawal of the bill was obviously disappointed. "There is disappointment and chagrin among the faculty particularly, and I am afraid that this will have a markedly deleterious effect on campus morale," he said.

Referring to the Commission which will study the amendments, Dr. Archer said that Regina has had past experiences with commissions.

"The last commission found our engineering program so good that we lost the whole program to Saskatoon. I can only view a further study with apprehension," he said.

An engineering review commission last year recommended a single engineering school for Saskatchewan to be located in Saskatoon. Regina Campus currently

offers the first two years of engineering, and Saskatoon Campus has a degree granting program.

## Autonomy wanted

The Faculty Association at Saskatoon favours autonomy for Regina, but it is opposed to those amendments which would place the government of the province in direct control of the university.

Prof. Garth Thomas, President of the Saskatchewan Faculty Association at the time the bill was introduced, said that his local found the amendments "unacceptable," and condemned the "lack of consultation by the government with the university concerning the revision of the University Act". If the government can "reach through" the board of governors and remove the positions of the president and vice-president, future governments will be able to make any changes they want in the structure of the university, he added.

Dr. Peter Hemingway, Regina Faculty Association Chairman at the time, admitted that presentation of the amendments resulted in a lack of cooperation between the two campuses. A "majority of Regina Campus teaching staff endorses the amendments," he said. "Regina staff are not nearly as upset by the amendments as they are in Saskatoon."

However, now that the government has decided to withdraw the bill, the Faculty Association are considering a joint presentation to the Hall Commission.

Regina Association's current Chairman Jim Tompkins said that the amendments, though not perfect, are a step forward for the Regina Campus. He felt that the changes will ensure that decisions concerning Regina Campus will be made in Regina and not in Saskatoon. "In Regina we have wanted autonomy, wanted a change, and we are willing to believe in the good faith of the government," he said.

Under the proposed amendments, the new board was to concern itself with matters of expansion, contraction, discontinuance, establishment or continuation of campus programs services or facilities. The board was also slated to make decisions in fiscal matters — fix fees, establish salary scales for members of the teaching staff and other employees of the university and campuses, and allocate and authorize expenditures.

## Will streamline University

The amendments were also to have given the Regina and Saskatoon cam-

puses complete autonomy from each other, with each having its own board of governors, senate, president, chancellor and council, thus replacing the present office of university president and vice-president, campus principals and vice-principals, the senate and general university council. Defending the proposed amendments to the Act, Mr. MacMurchy said that the amendments were introduced to streamline the university's capacity to rationalize and administer its affairs, and to give greater autonomy to both campuses.

The bill was withdrawn however, because, according to Mr. MacMurchy, "there has been a growing demand for more consultation before the amendments were introduced, and there has been a great deal of misunderstanding and emotionalism about the proposals".

Objections to the act were based on those clauses which, to some observers, seemed to suggest undue government interference in the affairs of the university.

According to Dr. J. W. T. Spinks, president of the university, the changes in the act are a "use of naked and brutal political power... removing any real autonomy from the university".

John Diefenbaker, himself a graduate and the current Chancellor of the university, said that the six government-appointed board members "will virtually turn the two universities over to the dominating control of the government and as a result, university education would become the puppet of the government".

Prof. Jack McFaul, Chairman of the university Board of Governors said that "professors may be forced to form a union if the provincial government takes control of the university".

## Anti-government chorus

The anti-government chorus was given weight by the press and editorial writers, who saw the amendments to the act as a way to alienate future or past supporters.

The **Saskatchewan Star-Phoenix** said "... Saskatchewan socialist parties have enjoyed a philosophical rapport with many eminent academics... whose fascination with theoretical socialism inspires contributions to party coffers and generates intellectual firepower during elections...".

"Although on a national scale the party (NDP) has grown to rely on labor's intellectual and financial resources, the academic in Saskatchewan is still an important disciple of the NDP.

"Given this background, it is impossible to conceive of an NDP government tampering with the university. Not only does it risk alienating supporters outside the university, it could drive off valuable support on campus."

For his part, Premier Blakeney felt that the bill was "very substantially misread".

"I think that the so-called effect of the University Act attributed in the press was, I thought, just ludicrous," he said.



3. In the old days, when the clear adversary of progress was obscurantism, superstition and entrenched privilege, science was recognized as the chief enemy by the Right and attacks on science came principally or exclusively from that quarter. Unhappily, this is no longer the case and bitter attacks are being launched from the Left, both from within and without the scientific community. There is a movement which decries the cultural dominance of science in our society and attributes the ills of the latter to its domination by the former. Therefore Roszak says that he is

"anti-science in that I want to question the cultural dominance of science, I want to put it in a somewhat more subordinate place in society, to ground it in sensibility drawing on the occult, mysticism, the Romantic movement . . ." (*Science*, 178, 960, 1972).

Gunther Stent says much the same kind of thing (*The Coming of the Golden Age*).

Much more frequently encountered, and to me much more serious, is the argument of people like Jonathan Beckwith, the molecular geneticist, who express revulsion

"at the ways in which science has contributed to many of the ills that we and nations all over the world are facing . . . The present use of overwhelming technology to try to eliminate a people in Southeast Asia should in itself wake up scientists to this problem . . . What I am trying to say is that science in the hands of the people who rule this country and who run our industries is being used to exploit and oppress people all over the world and in this country." (*J. Bacteriol.* 34, 225, 1970.)

This kind of reproach, and those directed against the infamous "Jason Division" of the Institute of Defense Analysis, consisting of outstanding American physicists who have been devising for the Vietnam war devices like explosively-produced flechettes, acoustic sensors and button bomblets the size of aspirin tablets (*Science*, 179, 461, 1973), merit being taken very seriously indeed. It is of course the barbarity and depravity of their government's action in Vietnam which has provoked among American scientists and others of the Left this revulsion against the contributions of scientific technology to this war and to the society capable of waging it. To some extent, scientists in Canada and elsewhere are victims of the mis-use of science and the mis-behaviour of some scientists in the U.S.A. This is not to say that Canadian society is not in serious need of change but to pretend it is as sick as that of the U.S.A. is absurd.

### III. People Power

There have been some recent social developments which we had also better consider in deciding on action. There has been a truly remarkable growth in citizen participation and involvement in decision-making at all levels, with results which have been even more remarkable. One of its results has been the challenging of what some have called the "technological imperative", or the notion that what man can do man must do. Two glorious victories over this imperative were the Spadina expressway in Toronto, arrested in the primitive streak stage, and that of the proprietors of the Taché Gardens in Hull, Québec, who secured the destruction of two high-rise apartment already built with the blessings of the city fathers. A comparable victory was that over the supersonic transport in the United States. The technological imperative is on the retreat and people power is taking its place.

Another related development has been the explosion of popular concern over increasing population density, over pollution of the environment and general abuse of our ecosystem. At the same time there has been evidence of general concern over certain developments in genetics, embryology, molecular biology and genetic medicine which have or may one day have far-reaching social and ethical implications. While I myself decry and deplore the generation of false alarms over science fiction — I cite cloning as one example and there are others from what has been miscalled genetic engineering and which should be called phenotypic management, or management of genotype in somatic cells — one must nonetheless recognize that there exists genuine disquiet about possible abuse of basic biomedical research in these areas.

### IV. Proposals, Concrete and Otherwise

A. First of all, we should resolve, together with our colleagues in the social and humane sciences, to *initiate* policy studies and policy itself, rather than *react* to such studies and proposed policy from governmental and other sources. We have had enough reports from senatorial commissions, from Science Council, from A.U.C.C. commissions and from the Ontario committee on university affairs, etc. It is time that specific policy proposals be initiated and transmitted to the appropriate governments by the practitioners of science, through bodies such as the Canadian Federation of Biological Societies, the Biological Council of Canada, Scitec and the C.A.U.T. There has been a deplorable tendency to substitute for such action interminable exegesis of documents originating elsewhere which often, and perhaps fortunately, have but little influence on government. Here is a partial list of subjects begging for attention by citizen-scientists:

1. Consideration of funding of research by government through N.R.C. and M.R.C.; direct pressure to improve the levels so that at least the dollar values obtaining in recent years is maintained, which is not now the case.

2. Priorities in funding and modalities of distribution of research grants. In this respect, we note with gratification the invitation by the M.R.C. to appropriate



scientific societies to name candidates for appointment to grant selection committees; the N.R.C. should be pressured to do the same. There should be more direct involvement of the disciplinary societies in the internal allocations of funds among the selection committees and in critical decisions such as how to divide the funds when good applications exceed available funds.

3. Finally, study of problems connected with population growth, environmental quality, pollution, exploitation of mineral resources — particularly in the North — should be carried out by the corporations of biologists (C.F.B.S. and B.C.C.), with input to government.

**B.** A joint agency should be set up by C.F.B.S. and B.C.C., together with the Canadian Society for Clinical Investigation to study the social and ethical implications of recent advances in biology and medicine and to maintain a watching brief over developments in these areas. There should be maximum publicity about the creation of this committee and they should maintain an effective liaison with the press and public who should be made to realize that scientists are taking an active part in internal policing and surveillance.

This agency should also maintain a watching brief on all aspects of government policy, actual or proposed, which might have short-term or long-term biological implications. They would also be available for consultation by citizens groups concerned by possible effects of actions by governments and private enterprise on mankind and the ecosystem. A similar idea was put forward many years ago by Van Potter of the University of Wisconsin; he called it the *Council on the Future*. A similar idea was advanced last year by Jim Till of the Ontario Cancer Institute. The social sciences should be included in the composition of this agency which should be created and supported at least in part by the scientific community itself. The Science Council, which is a paragovernmental body, created by, maintained by and responsible to the government, and essentially self-replicating, can never have the same credibility in the scientific and larger community as would my proposed agency, responsible to the scientific community through the organized societies.

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**C.** "Organized science", that is the professional disciplinary societies, had better learn that an attack on one is an attack on all. When the government limits the basic research of its own institutes, forcing their senior administrators (who are smart enough to know that to eliminate basic research from an applied research institute would be to sterilize it) to put pressure on their best investigators to camouflage their work so as to make it appear wholly applied to the solution of specific problems, organized science should have protested vociferously. It should have done the same when the N.R.C. was under attack. For some reason, certain university administrators and professors are jealous of the high quality basic research which goes on in N.R.C. and some government agencies and want it transferred to the universities (witness the Macdonald Report to the Science Council). There must be fundamental research going on in government and elsewhere outside of universities for without it there can be no good applied research.

**D.** We as scientists should press for total discontinuance of external grants from the Defence Research Board for defence-related research on university campuses. While we all recognize that most of what purports to be defence-related actually is pure camouflage, such hypocrisy does us no credit. Secret military (or commercial) research has already been declared contrary to professional ethics by the C.A.U.T. The D.R.B. should contract out any fundamental non-military work it would like to support through the N.R.C. or M.R.C., and any other work which it wishes to sponsor should be done in its own research laboratories by either their own personnel or by university people whose conscience permit and who wish to take part on their own time. It must be patently clear to all that no military work is done in Canadian university laboratories.

**E.** I take the view that science, as well as the university, has no business taking official stands on the disputed political issues of the day. On the other hand, scientific societies should take official positions with respect to all issues in which their professional competence gives them special interest and responsibility. Individual scientists should increase their visibility in the community, in community action groups. Scientists have a talent for problem solving and organization and more of them should put this talent to some use in the community. Perhaps we should require our graduate students to participate in community development and related projects as part of their study.

The scientific societies should have official representatives to whom the Press could turn for information and who could refer reporters to knowledgeable people in particular fields. Such unpaid scientific public relations people could also initiate stories and interviews, by putting the science reporters in contact with Canadian investigators doing important and newsworthy research. Most reputable scientists will not take such initiatives on their own behalf for obvious reasons. In recent years, publicity dealing with research matters

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*Cont'd on p. 23*

# *A Modest Proposal for Preventing Candidates for the Degree of Doctor of Philosophie, from being a Burthen on their Chairmen, and their Universities, and for Making them Beneficial to the Publick*

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WILLIAM COWAN

*A* sad, a heart-rending Experience is it, to cast one's eyes, at publick Gatherings of **Great and Learned** Doctors of the Arts and Sciences, wherein they foregather at intervals of a year or thereabouts to vye with one another in reading to themselves abstruse and subtile papers, on their individual and various Interests, to see which is more unintelligible, or least understood, among them; on those **Hordes of Candidates**, or about to be turned out, or newly minted, Doctors of Philosophie (for thus we dub them **Doctors**, although they do not heal the sick: and **Philosophers**, be they ever so loathe to use their intelleckts) who frequent and infest such Gatherings; imploring passers-by for Jobs and Placements; plucking sleeves, to ask for recommendations; and shamelessly frequenting the **lowest sort of cocktail parties**, in search of introductions to departmental Chairmen. And which of us hath not seen a Chairman, a Gentleman of probity and breeding, suddenly and viciously backed into a corner by a **rag-tag group of these Creatures**; all groomed and perfumed with hypocritical cant; their student beards new-shaven away; their long and greasy Locks shorn and washed; unaccustomed neckties round unwilling Necks, that hardly knew a button or a collar, or a bar of **Soap**, until recently; well-shod with decent boots, in place of their customary sandals, or naked feet: all shouting in staccato Accents, their credentials, and willingness to teach **Freshman** courses, **if only they can get a Job**. And which of us hath not also seen the **Females** among them, brazenly flaunting their Bodies, in **low-cut Gown and gossamere Bodice**; with silken Thighs, carelessly dis-

played as they sit on Couch and Footstool; to gain advancement in the eyes of some portly, grey-hayred Chairman, befuddled and with loss of Wit, as a pretty **Knee** is prest against his own. Mayhap, saddest of all, who hath not had to pass, albeith unwillingly and with averted eye, those miserable **Stalls** and **Pens** wherein these luckless Creatures huddle in abject contemplation, awaiting interviews, for jobs they will never get: with Fear and Dread etched in their Countenances, and with haunted eyes that dart fitfully from face to face of the curious Sightseers, as if seeking Deliverance from this **Vale of Woe and Unhappiness**.

*T*hese piteable Creatures create in their vast and billowing Numbers, the **sharpest and most severe encroachments** upon the Community of Scholars. As there are no jobs, they eke out their little Substance by menial and lowly offices; such as becoming bankers or business executives. Alas! Better that they should have never come into being, than that they should come to these Ends! 'Tis a most calamitous state that we and they have sunk to, that this number should clutter up our public Gatherings and **divertissements**, and should shew the bitter face of Misery to the world. And yet they came! It is my private Reckoning, that well-nigh on to 1,000 of these Minions are spawned each year by **careless Departments** that reck nor heed not the most basic preventments: thus are they bound to a lust and greed for self-satisfaction and Aggrandizement, that they will not, say, cannot at this stage, diminish themselves one whit in this constant whelping: whereas we



are unable to employ even **half that Number**. And this calculation reckons not what numbers of **Doctors**, are produced by other nations beyond the seas, nor to count such as are produced by the **Jesuitical** universities of *Ireland*, or by the barbarous nations of **Europe**.

Therefore, I, in all Humility, do make this **Modest Proposal**, not wanting any Advancement or Reward for myself, but that I have done my little Part in ridding us of this Curse: that something above three fourths of the newly-turned out, or newly-minted, or Candidates for the **Doctor of Philosophie**, each year be put to Market, to be sold as food: and that this be at that self-same Gathering, that they were wont to infest with their presence. How tasty a roast, will be that **Shakespearian Scholar**! What succulent provender, will be the Expert on **Johnson**! How richly exotic will be the Eastern flavour of the **Slavic** linguist! How fitting that he, who hath spent so many years studying the writings of the **French**, should end his dayes as Ragoust! How apt a dish will be the student of **German**, served with **Sauerkraut**, pigs knuckles, and good, dark Bread!

To those of you who would complain: How can we get a decent and just Price for even the most conservative Candidate, not to mention those, that have been starving in a Garrett in some hippie **Slum** and plotting Revolution, that will compensate us for the Expences of having raised him to his present Status; I would reply with equal Vigour: let us not reek the Price, nor tally the Profit, when what we do reduces the human Misery of the world so much as what I have here proposed. Nonetheless, it is not unreasonable to calculate that a Candidate of average, or even less, Intelligence might fetch up to **\$250 or even \$300**, from those of discriminating taste, that would buy such candidates. Who, pray, would cavail or be loathe to pay such a modest sum for a side of beef, conversant with the literary sources of Colly Cibbers **Saul**; or a chop, who could recite the Princes of Tartary mentioned in Pushkin's **Onegin**? Such marketable Goods as would be offered forth, at the **Annual Meeting**, would bring purchasers flocking like Geese to the Water. And again, the **Females** among them, being tenderer of flesh, though admittedly of less Intellect, might fetch considerably above these Prices, especially if well-formed. And since 'twill not be only the mere qualitie of the Carcase, but also its quantitie, that will determine the price; we can count upon spirited bidding for the services of, say, the Candidate, who hath spent over five years writing a Thesis on the Sexual Imagery of early Anglo-Saxon Poetry; over those of one, who hath written for not above a year on, say, Religion in the 19th Century Novel. We would see an honest Emulation develop among the Departments, which of them could bring the most obscure Scholar to Market.

To those of you who ask, wherein lies the Method of deciding, who should be sold, and who should be saved, as Breeding Stock for future Generations, I answer thus: let him, who shall have published an article, be it ever so short and inconsequencial, nay, be it even a review of some obscure book in an even more obscure journal, by the opening of the Annual



meeting, be the one to go on to receive the Doctorate; and him, who shall not have published anything, be the one offered up for publick sale. Since not above a fifth or less of our candidates publish whilst they are yet such, this will be an admirable way to reduce the Numbers. 'Tis no more than we expect of ourselves, and **time honoured Custom** should be here our Guide. When such as have been saved by this, that they have published, grow themselves into the wise and judicious Chairmen, they will have a just and healthy Regard for Publication, knowing what was once their own cause for Salvation.

I profes that I have not the least personal interest in endeavouring to promote this necessary work, having no other Motive **than the Publick Good**; I have no candidates to get rid of, my latest being as Associate Professor, and my department now producing only Undergraduates.

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*WILLIAM COWAN teaches linguistics at Carleton University.*



# Academic Development and Academic Governance at Victoria :

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## intelligent where intelligible

JOHN GREENE

Reports of the Commission on Academic Development and the Commission on Academic Governance of the University of Victoria.

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In December 1971, shortly after the announcement that he was to succeed President Partridge as President *pro tem* of the University of Victoria, Dr. Hugh Farquhar announced two Commissions: one on Academic Development, chaired by Vice-President Dr. D. J. MacLaurin; the other on Academic Governance, chaired by Dean of Graduate Studies, Dr. S. A. Jennings. The two Commissions were chosen by the President to advise him alone, and were intentionally not "representative". The "MacLaurin Report" was published in December 1972, and the "Jennings Report" in January 1973; both have been discussed to some extent in the University, but no formal recommendations for action based on either report have yet been put forward.

The Commission on Academic Development, insofar as it seems willing to be understood, suggests in its Report a basically sound view of what the University is and how it should respond to dropping enrolments (and the resultant budget problems), but spoils its own effectiveness through a remarkably turgid (and often incorrect) English and several confused or controversial recommendations. (Among the latter are Recommendation #55, to consider combining four departments into a single Department of Modern Languages; among the former, Recommendation #6: "It is recommended that no section of the University be granted additional faculty, facilities, or funds without clear demonstration that the highest standards and quality of education are being maintained. Thus each section of the University, with its existing faculty and facilities, must limit the number of students in a programme when additional enrolment would adversely affect the quality of education provided." Recommendation #6 has been debated at length, without any agreement having been reached as to what it means. Recommendation #7 qualifies as both confused and controversial — it suggests a student-tutor system, in which each student would be required to meet at least once per month with an assigned faculty member, but does not suggest what student and tutor should do during these meetings. However, many clear and generally acceptable specific recommendations are also to be found in the Report.)

The general direction for development recommended in the MacLaurin Report is intelligent where it is intelligible. Careful reading reveals that the Commission believes that the University of Victoria should accept its role as a relatively small liberal arts institution, aiming principally at a high standard of undergraduate education, but maintaining a small graduate programme in appropriate fields as well. It advises the University to respond to financial problems actively, expanding Continuing Education and adding such professional schools or special programmes as are likely to attract students on a continuing basis, where demand for graduates and local resources make such programmes particularly appropriate. But it did not require a year's work by six senior faculty members and others to tell us this — the Commission should have provided a clear and detailed plan for action and has done so with only indifferent success.

The Introduction to the Report of the Commission on Academic Governance points out that the Report is not intended as "a paper on the governance of Universities in general", but as a series of "recommendations concerning the governance of this University for the immediate future." The general response of this sweeping report — it deals at length with all aspects of university government from the Universities Act to the role of students — to the recent discussions at the University of Victoria, is to retreat from issues into a strengthening of the authority of academic administrators.

"We believe that our recommendations, if implemented, will do much to clarify many areas where confusion has existed in the past. However, we are under no illusion as to the real causes of the difficulties that we have experienced in recent years. Our fundamental problems have not been organizational but have been behavioural and in part, ideological. No system of government will work successfully without the cooperation and acceptance of those so governed." (Introduction, pp. i-ii)

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*Cont'd next page*

The single most important "clarification" offered is the following:

"...the final responsibility for all decisions and recommendations concerning the Department must be the Chairmans'. He must therefore only make decisions and forward recommendations which he supports, although he is obligated to inform both the Dean and his colleagues when his (the Chairman's) recommendation differs substantially from that suggested by his colleagues. It is understood that in reaching decisions or recommendations, the Chairman must use consultative procedures whenever they are appropriate. We summarize these conclusions in the following recommendation:

*Recommendation C 2*

That final responsibility for all departmental decisions and recommendations lies with the Chairman of the Department." (p. 29)

Similar comments are made with reference to Dean (p. 44) and President (pp. 73-74). The Commission is somewhat disingenuous in implying that the above and other recommendations represent clarification of generally acceptable principles, when in fact they are a resolution in favour of one side in an ongoing dispute on the principles of university government. Indeed, despite continual reference to the "consultative process", the underlying philosophy of this report is completely authoritarian: all power ultimately derives from the Universities Act and is exercised by the President and his delegates. The Department Chairman is responsible *for* his Department *to* the Dean, and so on up the line.

Much is made, however, of the consultative process, the object of which is to reach a consensus. "This process must not be confused with the so-called 'democratic process' where issues are voted upon, perhaps after only limited discussion, and where the majority view prevails." (p. 17) (Democracy of course does not in and of itself limit discussion.) A chart shows how the "R.A.A." (res-

possible academic administrator) reconciles consultation with his ultimate authority:

"Consultative Process:

- (a) Substantial agreement
  - (i) R.A.A. implements consensus
  - (ii) R.A.A. goes against the consensus or refuses to implement it
- (b) Significant split
  - (i) R.A.A. makes decision himself
  - (ii) R.A.A. seeks new approaches in an attempt to achieve a consensus
  - (iii) R.A.A. postpones decision or decides to take no action" (p. 18)

The Report points out that (a) (ii) "should be considered most abnormal" and requires explanation (p. 18); it also adds that "failure to achieve a consensus should not be taken as an indication of lack of confidence." (p. 19) It is difficult to see what should be taken as an indication of lack of confidence; it is also difficult to see the "consultative process" as anything but a smokescreen meant to give a decent covering to the naked exercise of power by a single person.

The Report also makes recommendations on the mode of selection, terms of office, duties and responsibilities of Chairmen, Deans and Presidents, on the operation of Senate, and many other subjects. The only recommendation to have had much impact so far was that the Faculty of Arts and Science be split: the Faculty itself has not accepted it.

The reaction to these two Reports has been strangely vague, doubtless because the President, to whom they were addressed, has not put them forward publicly as an official basis for future development, nor has he disavowed them. The result is that they have a wraith-like existence — insubstantial, yet influencing all discussions of specific issues. It remains only to be hoped that both are decently laid to rest in peace in the University archives.

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# Commission Recommends Government Aid for Publishing

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MICHAEL CROSS

The Ontario government established a royal commission on book publishing in December, 1970. Lawyer Richard Rohmer, Tory idea man Dalton Camp, and the head of the University of Toronto Press, Marsh Jeanneret, have produced a comprehensive and generally sensible report. Its implementation would go a long way toward meeting anxieties over the decline of the Canadian-owned Publishing industry in Ontario.

The main report was preceded by three interim reports, issued in 1971 to meet pressing needs. The first urged on the government financial support for McClelland and Stewart publishers, to avoid sale of the company to an American firm. The second demanded restrictions on the sale of book distribution firms, to limit foreign ownership in such companies to 25 percent. And the third interim report asked government to extend lines of credit to Canadian-owned publishers. Encouragingly for the final report, the Ontario government acted promptly to implement all of these proposals.

The report spends a good deal of time setting the context of the problems faced by Canadian publishers. The adverse competitive position of Canadian books and magazines is surely well-known, and there are no surprises here. But the report does provide statistics not readily available elsewhere, and a lively, comprehensive statement of the problem. It also goes into detailed argument about the cultural significance of a Canadian-owned publishing industry. Presumably most academics have made up their minds on that issue, so it does not need to be argued here. This review, like the commission report, starts from the conviction that a native-owned industry is important and ought to be nourished.

As the agency for that nourishment, the commissioners recommend the establishment of an "Ontario Book Publishing Board". It would operate, they say, as "a single, permanent interface between the book industry and government in Ontario." Such a recommendation springs from the realization that there is no short-run solution to publishing problems, that one-shot subsidies are no more than band-aids. A permanent body charged with continuing responsibility for developing a publishing policy is an essential starting point. That the Board could become another uncreative bureaucracy, however, is a concern. Aware of that threat, the commission urges that the staff be kept small, that the full Board meet only quarterly, with day-to-day operations in the hands of a full-time administrator — who might be someone with comprehensive experience in publishing who is nearing retirement from private enterprise.

There are seventy specific recommendations in the report, and only a few of the key ones can be mentioned. Predictably, publication grants are an important part of the policy, such grants for general books not to exceed

budgetted deficits. Somewhat more original are proposals for Board support of market research, training programmes in editing, designing and other areas of publishing, and of sabbaticals for school teachers writing educational texts. The Board also would be expected to support one or more literary journals, so as to improve the state of book reviewing in Canada. Libraries would be brought into the programme. The Board would coordinate and help finance consultation services by librarians to booksellers, to help them select books and publicize them. Libraries more than ten miles away from a comprehensive bookstore would receive financial assistance to carry Canadian books for sale.

A whole range of proposals is designed to meet problems in educational publishing. An area in which Canadian firms have found particular difficulty in competing with American corporate giants is in research and testing of educational materials. The report suggests that the Ontario Institute for Studies in Education could, in coordination with publishers, take more responsibility in this field. And the Book Publishing Board itself should finance research and testing for selected book projects. The government is urged to re-establish stimulation grants to schools to buy books, a programme ended in 1969. Sabbatical leaves for teacher-authors, special grants for books on native peoples, programmes to have authors and publishers visit schools, and a recommendation that schools be prepared to pay more for Canadian materials: these are part of a comprehensive policy to stimulate educational publishing. A recommendation of special interest to academics is that methods be studied to establish a system of royalties on photocopied material. While the commission is unable to offer any fully satisfactory way of policing photocopying, it draws attention to the present abuses, especially in the wide-scale practice of copying books and articles for classroom use.

A central recommendation is for the establishment of a "Canadian Book Centre" for Ontario. This centre would have a variety of functions. It would coordinate a public information programme for Canadian books. It would house a "resource reference centre" where Canadian materials could be examined by educationists and by the public. First established in Toronto, such centres eventually would be set up throughout the province. In a proscriptive sense, an equally important recommendation is that the Publishing Board have the power to screen foreign take-overs of Ontario publishers, and the establishment of new foreign firms in the province.

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*Cont'd on p. 20*



All of this is to be paid for by a sales tax on magazines. At present magazines are exempt from sales tax in Ontario, although they are taxed in New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Saskatchewan. If the tax applied only to retail sales, at the present Ontario sales tax rate of 5 percent, it would raise between \$800,000 and \$900,000 per year. If a system could be devised to tax subscriptions as well, the income would rise to over \$1,750,000.

This points to the greatest weakness of the report. In its anxiety to gain government support for its proposals, the commission has tried to develop a programme which would not cost the government any money. Hence the retrogressive suggestion to tax magazines; Canadian magazines surely already operate under enough disabilities. And, as well, the tiny budget for the commission proposals. It suggests a total budget of \$1,000,000 per year. The big items here are: \$150,000 for the administrative overhead of the Board; \$150,000 for title grants for general books, and \$100,000 for educational books; \$125,000 for support of research and development of specified book projects;

\$100,000 for the Canadian Book Centre; and \$70,000 for the sabbatical leave programme. Given the commission's dire picture of the problems of the industry, and their deep concern over its importance, this seems astonishingly modest. It is difficult to believe that such a beleaguered industry can be saved at the cost of 100 yards of super-highway.

The commission has asked for too little to do the job. It has made some fatuous proposals — notably for a programme of Ontario literary awards, when we already have more awards than we have books in this country. It has perhaps, been too liberal in its caution about restrictions on foreign books and magazines. But, all in all, the report is an impressive and important one, with every chance of being implemented in Ontario. Other provinces could do much worse than to take this as a broad guideline for their own action.

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## A Short History Lesson

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Dr. Savage's article on "Professional Societies and Trade Unions" (*CAUT Bulletin*, March, 1973) was of particular interest and timeliness for us at the University of Manitoba, where the Faculty Association applied recently for certification as the faculty's collective bargaining agent. But, because this historical record is of particular importance to us, I hope that I may suggest some small corrections. I venture to do so as one who arrived in time to participate in the original formation of a faculty organization at Manitoba, in 1949; who represented the Manitoba faculty at that 1950 meeting in Kingston, chaired by Professor Knox, that proposed formation of the CAUT, who has held various offices in the Manitoba Faculty Association, and represented it at CAUT meetings on various occasions in the 1950's; who in short (and alas) is in danger of becoming a minor historical figure himself.

First, about formation of the CAUT. "There can be little doubt but that the prime motivation for the formation of the C.A.U.T. was economic." Manitoba faculty members, too, were exercised about the shameful inadequacy of their salaries and pensions. However, the motive was not primarily economic for the formation — just after I arrived on the Manitoba campus in 1949 — of a Chapter of the American Association of University Professors (the CAUT, remember, did not exist then — this Manitoba "Chapter" later became an "Association" and affiliated with the CAUT). The essential motivation of this 1949 organization was provided by the then-President of the University of Manitoba, who announced that tenure was abolished, and all appointments would henceforth be at his pleasure. This origin is the more pertinent since, as I believe, the current application of the Manitoba Faculty Association for union certification has been instigated less by economic issues (though we have them) than by an extraordinarily clumsy and insensitive handling of tenure on the part of the university's administration.

Second, since collective bargaining at Manitoba has gained prominence, it seems important to record that the Manitoba Faculty Association was able for many years in the 1950's and 1960's to negotiate on a voluntary basis about salaries and pensions. In the case of pensions, this negotiation was until recently between equal committees of the Board of Governors and the Faculty Association, to an extent agreement about terms of the pension plan. On salaries, there were discussions for a number of years with the Board, later only with the President. And the President's commitments were not very precise, so that this process could hardly be called bargaining. Nevertheless, this was very different from the recent practice, in which the University of Manitoba administration has paid no serious attention to what the Faculty Association says about salaries. As for pensions, modest improvements were from time to time negotiated with the Board, of which the most recent was put into effect — after much delay and then only briefly — in 1970. When the change was made, some unidentified person purporting to speak for the Manitoba government issued horrendous threats of what would be done if the improvement in pensions was maintained. And the "Staff Benefits Committee", no longer of the Faculty Association but made up mostly of administrators, capitulated immediately. These breakdowns in former consultation procedures have no doubt played some part in the development of sentiment for unionization.

Thirdly, however, I must differ in some respects with Dr. Savage's assessment of recent events at Manitoba. For one thing, I must deny that the Manitoba Faculty Association is seeking to negotiate directly with the Manitoba government rather than with the Board of Governors. And I repeat that, in my view, economic issues have not played a major role in the rise of pro-union sentiment at Manitoba, and tenure questions have been more influential. However the really crucial issue for me, and for most colleagues whose views I know, is the feverish drive conducted by the University of Manitoba administration during the past two years or so to centralize power and convert the University into a hierarchy composed of administration order-givers at the top and obedient academic employees at the bottom. I favor the union as my best hope to check and reverse this subversion. By the same token, when the University is again operated as a community of scholars rather than a business corporation, I will be willing to have the Faculty Association revert to the status of a guild.

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A few comments, finally, about the Crowe Case. Dr. Savage suggests that this outburst of intolerance was connected with the fact that United College, once a centre of "reform, populism, and socialism . . . had lost much of its earlier fire" by the 1950's. This argument baffles me, and I point out that the firing in 1958 of Harry Crowe was foreshadowed by the firing in 1917 of Salem Bland and A. J. Irwin for their unseemly adherence to the social gospel. The CAUT Committee set up to inquire into the Crowe Case did include Bora Laskin, but the Chairman was Vernon Fowke. Originally there was also a third member, but when he withdrew it was decided to go ahead with a two-man inquiry. Finally, Dr. Savage refers to the record of the Crowe Case in the *CAUT Bulletin*, which includes documents up to the time of the Fowke-Laskin report. But I wonder if he knows that there also exists a 62-page "Documentary History of the Crowe Case after November, 1958", which was laboriously assembled at the time by Richard Glover, Edmund Berry, and me?

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## Lack of Narrowminded Nationalism Makes Canada Attractive

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I would like to disagree with G. B. Inglis in the March, 1973 *Bulletin* where he states that M. E. McKissock, in interpreting the "Moir Report", has missed the point of the Canadianization debate. Rather, Professor Inglis makes certain assumptions. The first is that immigrants from the United States do not make as positive a contribution to Canadian scholarship as Canadians and that there is something "negative" about their influence. Rather, I find them appreciative of Canada, and many make a particular effort to inform themselves about this country. This Canadian-to-be still believes that he is part of a migration stream that is making a positive contribution to scholarship in Canada.

Flag waving was not my bag in the U.S. I see no reason to begin here. When I first arrived in Canada, I found the lack of a narrow-minded nationalism to be an attractive feature of this country.

True, there are problems facing the Canadian academic community. Our specific concerns include: the placement of young scholars completing Ph.D. programs in a tight market and protection for those of us who obtained University positions at a time when the standards were lower. We are naturally threatened by the better trained and more competent young scholars who are coming on the job market today, particularly from the United States. These are normal human concerns and we should not hesitate to acknowledge them openly rather than attempt to create false issues.

Professor Inglis suggests that Canadian applicants for academic positions do not have much chance against Americans. Since I have been actively involved in recruiting in the sociology department at Alberta for several years, I know that we have a definite bias toward Canadian candidates. The fact that our own Ph.D.'s have done well elsewhere makes me feel that our policy is not unique.

In criticizing the policy that preference for Canadians should be shown only when the qualifications of the applicants are equal, Professor Inglis argues it is like letting the Maple Leafs play the local pee-wee team and saying all tie games go to the little guys. It is an appropriate analogy, but do you want to give the Stanley Cup to the



pee-wee team? Whether we like it or not, American applicants tend to be superior, particularly in certain specialties. In addition, many truly outstanding scholars from Canada tend to migrate to select academic institutions in the U.S. Do we wish to create universities of quality with the hope that we will eventually produce young scholars who will compete effectively with American Schools? Or do we wish to mimic some of the developing countries in being sure that choice positions are filled by those who have the right national background? Personally, I would prefer a compromise and strive for modest intellectual accomplishments in order to protect a few of the plums for the local team. But I see no need for some myth about "Canadian sociology" or "Canadian biology". Everyone is capable of understanding that people strive to protect their own interests. While it may not be an admirable trait it is forgivable.

We do not have to apologize for favouring graduates of our own Canadian universities for initial appointments. Canadian experience and knowledge is one of many characteristics we should look for in those who will be teaching social sciences, but there are also times when we will want the high level of expertise which is being produced in certain specialties in the United States. And, once we have invited scholars to contribute to the Canadian scene, we should judge them on their contribution rather than on where they were born and educated. I would argue that many U.S. immigrants are making as great a contribution

to the Canadian scene as are Canadian scholars. Furthermore, I see no reason why these people should be pressured to take out Canadian citizenship. There are many valid reasons why people choose to retain their original citizenship. I happen to be a "local" who likes to be involved in community and national activities, but I have a colleague who has made major contributions to scholarship and is a truly "global" thinker. While we certainly need the "locals", at the present time Canada seems to have a greater shortage of "globals".

Such scholars may decide they do not wish to live in a country that is rapidly digressing from a society noted for pluralistic thinking to one characterized by petty nationalism. Weak scholars, on the other hand, may find it expedient to succumb to the pressures and become citizens with the knowledge that their jobs will be secure as long as they make anti-American noises.

Voltaire once stated that a patriot is a man who hates every country except his own. I prefer a country which looks beyond its borders and where immigrants are judged on their contribution to the society of man. Will the taint of a U.S. heritage and training become a barrier? What is more important — what people *do*, or what people *were*?

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#### SCIENCE . . . Cont'd from p. 14

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arises either by chance or as a result of the initiative of public relations officers employed by universities, research institutes and hospitals, etc. An official committee of scientists in each of the major disciplines, to whom the press could turn for advice and information, would surely represent a great improvement over the present chaotic situation. A few individuals have worked to make Canadian science both visible and relevant to the public which supports it. It is time that "organized science" became active in the market place despite its long tradition of *purdah*. Maidenly modesty is supererogatory, even for modern maidens. Survival is the name of the game.

**F.** I want to bring up one problem central to the practice of our profession but for which I have no solution. Science in the West is practiced as if it were a small business enterprise. We compete with one another for grants exactly as do businessmen for contracts; we may achieve our reputations at least to some extent by exploiting students, research associates and col-

leagues. Advancement in our profession demands aggressiveness and competition rather than collaboration; I cite Jim Watson's "The Double Helix" a particularly honest self-appraisal, in support of this statement. Can we change this within the context of our present social and economic system?

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# C.A.U.T. COMMITTEES

## Standing Committees

1. *Academic Freedom and Tenure*
  - a. Data Banks and Privacy Subcommittee
2. *Economic Benefits*
  - a. Pensions Subcommittee
  - b. Insurance Subcommittee
  - c. University Manpower Studies Subcommittee
  - d. Income Tax Subcommittee
3. *Committee on Relations with Government*
  - a. Federal-Provincial Financing Subcommittee
  - b. Science Policy Subcommittee
  - c. Canadian Book Publishing Policy Subcommittee
  - d. Copyright Subcommittee
  - e. Patents Subcommittee
4. *Committee on Internal University Affairs*
  - a. University Governance Subcommittee
  - b. Teaching Effectiveness Subcommittee (formerly Professional Orientation)
  - c. Faculty-Student Relations Subcommittee
5. *Publications Committee*

## Ad Hoc Committees

Established to attempt to recommend solutions to particular problems

1. *Committee on the Status of Women Academics*
2. *Collective Bargaining Committee*
3. *Committee on Canadianization and the University*
4. *Membership Committee*

## TERMS OF REFERENCE

### *Academic Freedom and Tenure Committee*

The Committee on Academic Freedom and Tenure is charged with the responsibility of dealing, on behalf of the Association, with appeals made to it in connection with situations where a faculty member feels that his professional rights have been infringed or are threatened with infringement, and may make recommendations to the Board on policy matters.

The Committee may deal with grievances from faculty members at institutions with associations affiliated to the Canadian Association of University Teachers, but not normally from individuals or associations not affiliated to CAUT unless an unusually serious threat to academic freedom is involved.

Appeals to the Committee are normally dealt with, in the first instance, by the professional staff of CAUT in consultation with the Chairman of the Committee, who bring the case to the Committee unless the documentation is incomplete or the case does not appear to merit consideration. Cases which are not brought before the Committee may be appealed by the Faculty member concerned and such appeals will be heard by a subcommittee of the Academic Freedom and Tenure Committee whose decision as to whether the case should go before the Committee is final.

The basic procedures of the Committee in dealing with cases appealed to it are those laid down in the Policy Statement on Academic Appointments and Tenure and in the Guidelines concerning investigational Procedures, Grievance Procedures, Procedures relating to Censure, Procedures concerning Joint Inquiries involving CAUT and AUCC, Procedures concerning Reductions in Academic Appointments for Budgetary Reasons; and the Policy Statements on Equal Opportunities for Women Faculty Members and on Canadianization and the University, all of which may be found in the *CAUT Handbook*. (Full terms of reference will be available in the 2nd edition of the *CAUT Handbook*.)

### *Economic Benefits Committee*

- (a) In cooperation with D.B.S. to devise, collect and analyze information on professorial salaries in Canada.
- (b) To report regularly on the economic status of the university teaching profession in relation to other professions and to the general economy.
- (c) To survey fringe benefits and, where useful, to present model plans for such benefits as group and disability insurance, denticare, pensions, and sabbatical leave.
- (d) To investigate and recommend on ancillary economic matters such as summer supplements, research supplements, summer school salaries, etc.
- (e) To maintain liaison with the salary committees of member associations and provincial organizations.
- (f) To advise local faculty associations when so requested.
- (g) To collect and disseminate information on salary negotiating procedures.

### *Committee on Relations with Government*

To oversee the role of the Canadian Association of University Teachers in relation to the federal and provincial governments and to report to the Board and Council of the CAUT concerning these activities.

### *Committee on Internal University Affairs*

To oversee the role of the Canadian Association of University Teachers in areas internal to the university such as university governance, teaching effectiveness and faculty-student relations and to report to the Board and Council of the CAUT concerning these activities.

### *Committee on Publications*

To oversee the publishing role of the CAUT, particularly in relation to the *CAUT Bulletin* and the CAUT monograph series; To recommend as needed to the Board along with the Executive Secretary nominations for the editorship of the *CAUT Bulletin* and the CAUT monograph series;

To be a committee of seven to include the Editor the *CAUT Bulletin* and the CAUT monograph series as voting members.